

Kenny C. Guinn
Governor

Brian K. Krolicki
State Treasurer



Millennium Scholarship Baseline Study

March 2003



Millennium Scholarship Program

Office of the State Treasurer

Preface

Governor's Guinn Fundamental Review Committee recommended in 1999-2000 that data be collected to assess the potential impact of the Millennium Scholarship Program in Nevada.

State Treasurer Brian K. Krolicki included funding to conduct the "Millennium Scholarship Baseline Study" in his budget request for the 2002-2003 biennium. The Nevada Legislature approved Treasurer Krolicki's request and provided \$74,000 to conduct the study. The funds were allocated from the State Treasurer's 2% administrative allotment for administration of the Millennium Scholarship trust fund.

A Request for Proposals (RFP) process was initiated in the fall of 2001 in accordance with the guidelines of the State of Nevada. A Steering Committee was formed to facilitate the RFP process that included representatives from the UCCSN System Administration, the State of Nevada Administrative Department, the Nevada Department of Education, and the State Treasurer's Office.

The Steering Committee reviewed numerous research topics in order to formulate a scope of work for the RFP. As funding was limited, it was critical that the objectives of the study be clearly defined. Three research topics were identified: to determine the effect of the Millennium Scholarship opportunity on (a) student academic achievement at the high school level, (b) student intention to attend college, and (c) student academic achievement at the college level.

The Steering Committee selected the University of Nevada, Reno, Senator Alan Bible Center for Applied Research (SABCAR) to conduct the baseline study. Under the direction of Dr. Judy Conger Calder, work on the Millennium Scholarship Baseline Study was initiated in March 2002.

SABCAR is a multi-disciplinary, academically-based research institute housed within the College of Human and Community Sciences at the University of Nevada, Reno. Originally established in 1959 as the Bureau of Governmental Research, SABCAR conducts scientifically-based survey research, program evaluations, instrument development and validation, statistical analysis, and all other forms of applied research. SABCAR specializes in the design and deployment of web-based surveys, optically scannable mail out questionnaires, software development and design, Computer-Assisted Telephone Interviewing (CATI), Computer-Assisted Personal Interviewing (CAPI), as well as database development and management. SABCAR operates as a full-service research bureau.

A statewide and widely representative Working Committee was selected in February of 2002 to provide input and guidance to SABCAR. The committee met in March and September of 2002.

Dr. Conger Calder and Mr. Gregory Claxton have continued to work closely with staff of Treasurer Krolicki's office through the completion of the study in March 2003. The Millennium Scholarship Baseline Study was conducted and collaboratively written by the UNR Senator Alan Bible Center for Applied Research (referred to as "Center" throughout the remainder of this report).

Executive Summary

Of those who graduated from high school in 2000 and 2001 who were eligible to receive the scholarship, a high proportion (66% or 10,077 students) have, as of Spring 2002, chosen to use the Millennium Scholarship to pay for their college tuition.

The fact that 66% of Nevada's highest academic achievers¹, who also met all of the standards required to qualify as a Millennium Scholar, elected to remain in-state and attend a Nevada institution of higher learning is quite remarkable given that all of these individuals had many other options available.

The retention of 66% of Millennium-eligible scholars who are high academic achievers directly contributes toward the goal of increasing the number of Nevada students who attend Nevada institutions of higher education.

Impact on Effort: Students and Parents

Students: Over one-half (57%) of Millennium-eligible students who completed surveys reported that the Millennium Scholarship increased the amount of effort that they put into their schoolwork. Sixty percent (60%) of students planning to attend in-state, and 63% of those who chose not to attend college anywhere, reported that knowledge of the existence of the Millennium Scholarship increased the amount of effort they put into their school work.

Parents: Nearly all parents (96%) who returned surveys were also aware of the scholarship before their child received the award packet. In addition, of this group of parents who did complete and return surveys, more than two-thirds (70%) used the Millennium Scholarship to encourage their child to do well in school. Of those parents who did not use the scholarship to encourage their children, it is important to note that four out of five felt that their child was already as well motivated as he or she could be.

Expanding College Choice and Increasing Accessibility

Nearly three-quarters (73%) of students planning to attend college in Fall 2002 reported that their choice of college was affected by the availability of the Millennium Scholarship. In addition, slightly more than half (58%) of survey respondents who were planning to use the scholarship in Fall 2002 reported that they would **not** have been able to attend college without the scholarship. This finding establishes the impact that the Millennium Scholarship has had in allowing those with limited financial resources to attend college.

Attending College In-State. Among all students planning to use the Millennium Scholarship in Fall 2002, over one-third (36%) stated that without the scholarship, they would

¹ As measured by grade point average

have attended an out-of-state school. It bears repeating that of those who indicated that they would use the Millennium Scholarship in Fall 2002, in excess of one-third (36%) indicated that would have attended an out-of-state school instead of attending a Nevada college had the scholarship not been available. When figures for “intent” to attend college in-state from the survey data are checked against actual enrollment, 94% of those who stated they intended to enroll in-state actually did so.² These results establish the very high rate of both reliability and validity of the Center’s survey data.

More than one-third (36%) of all Millennium-eligible scholars who returned surveys and who **would** have been able to attend college **without** the scholarship indicated their intent to attend college in Nevada instead of attending an out-of-state institution because of the availability of the Millennium Scholarship for their use.

Parental Survey Responses

When asked about their ability to support their child while at school, nearly all parents (86%) reported needing at least some form of financial assistance. Of those parents who reported needing assistance, more than one-quarter (28%) reported being unable to pay for any of their child’s college expenses. Nearly three-quarters (73%) of all parents responding to the survey felt that the scholarship increased their child’s choices of colleges in Nevada.

Two out of five (39%) parents said that their child would have attended an out-of-state college without the scholarship.

Use and Retention

Of the 15,237 students (from the high school cohorts³ of 2000 and 2001), who were Millennium-eligible, 10,077 have used Millennium Scholarship funds (through Spring of 2002). An additional 22 eligible students from the class of 2002 have used their funds for

Table 8: Number of students using the scholarship, by first term in MS-system and high school graduation year.				
First term/College Cohort	High School Graduation Year			Total
	2000	2001	2002	
Fall 2000	4245			4245
Spring 2001	391	18		409
Summer 2001	33	179		212
Fall 2001	315	4387		4702
Spring 2002	108	401	22	531
Total	5092	4985	22	10099

² Very small percentages who indicated they would enroll out-of-state actually enrolled in-state (0.7%) and nearly the same percentage (0.6%) who indicated they would not enroll in college actually enrolled in state.

³ These 15,237 students include Nevada public high school graduates, as well as Nevada private school graduates and other students who have met the eligibility criteria who are not Nevada high school graduates.

the first time by enrolling in summer 2002 (instead of waiting until Fall 2002 when most would be expected to enroll, but for which data have not yet been analyzed).

Retention rates for the cohorts listed below range from a high of 87% to a low of 57% — but should only be cited in the context that students may re-enroll at any point in the future. This would result in increasing retention rates within the 8 year span of eligibility which each student has for use of the scholarship.

Table 9: Retention rates by college cohort, by semester					
	First term				
	Fall 2000	Spring 2001	Summer 2001	Fall 2001	Total
First semester	4245 (100%)	409 (100%)	212 (100%)	4702 (100%)	100%
Second semester	3689 (87%)	278 (68%)	208 (98%)	4144 (88%)	87%
Third semester	3466 (82%)	234 (57%)	199 (94%)		81%
Fourth Semester	3244 (76%)				76%

There have been 57 scholars who had earned degrees by the close of the Spring 2002 semester. Though we do not yet have degree information (beyond year earned), it does appear that most of the degrees earned have been Associate degrees, rather than Bachelor degrees.

ACKNOWLEDGEMENTS

We wish to acknowledge the work of the members of two committees: (1) the Millennium Scholarship Program Baseline Study *Working Committee* and; and (2) the 2002-2003 Millennium Scholarship Program *Advisory Committee*. We list their names in acknowledgement of their important contributions.

The Millennium Scholarship Program Baseline Study *Working Committee*

- | | |
|---|---|
| <p>1. Robert Ackerman, Ed.D.
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Truckee Meadows Community College</p> <p>3. Jean Courey Brown
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Bigfoot Software</p> <p>4. Betty Elliott, Ed.D.
Vice President for Academic Affairs
Great Basin College</p> <p>5. Susan Enslin
Manager
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Deputy Chief of Staff for Legislative Affairs
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Associate Vice Chancellor
University & Community College Systems of Nevada</p> <p>8. Jane Kadoich
Director of Guidance Services
Clark County School District
Leadership Forum of High School Counselors</p> | <p>9. Nancee Langley, Ph.D.
Director, Student Financial Services
University of Nevada, Reno</p> <p>10. Anthony Marcin
Information Systems Specialist
Office of the State Treasurer</p> <p>11. Mary Pierczynski, Ph.D.
Superintendent
Carson City School District
Nevada Association of School Superintendents</p> <p>12. David Smith, Ph.D.
Evaluation Consultant
Nevada Department of Education</p> <p>13. William Sparkman, Ph.D.
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University of Nevada, Reno</p> <p>14. Lori Tiede
Financial Aid Director
Nevada State College</p> <p>15. Janice Wright
Deputy Treasurer - Programs
Office of the State Treasurer</p> |
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- Ex-Officio
- Susan K. Moore, Ed.D.
Director, Millennium Scholarship Program
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The Millennium Scholarship Program
2002-2003 *Advisory Committee*

- | | |
|--|---|
| 1. Richard Curry
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UCCSN System Administration | 11. Nancee Langley
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University of Nevada, Reno |
| 2. Mona Concha-Buckheart
Director, Financial Aid
Truckee Meadows Community College | 12. Lynn Mahlberg
Vice President for Student Services
Great Basin College |
| 3. Sherwin Iverson
Associate Vice Chancellor
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UCCSN System Administration | 13. Dan Dreves
Director of Financial Assistance
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| 4. Kathy Lucchesi
Dean of Student Services & Enrollment Management
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| 5. Chemene Crawford
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| 6. Judy Belanger
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| 7. John Kinkella
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Great Basin College | 21. Jack McLaughlin
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Introduction

The purpose of the Millennium Scholarship Program, per legislative declaration, is “to increase the number of Nevada students who attend and graduate from Nevada institutions of higher education.” (NRS 396.911)

The Millennium Scholarship Program was designed by Nevada’s policymakers to be a merit-based scholarship available to all Nevada high school graduates who demonstrate a specific level of academic achievement at the high school level. Specific criteria for qualifying for the Millennium Scholarship Program include passing all areas of the Nevada High School Proficiency Exam, earning a cumulative grade point average of 3.0 or higher, graduating with a Nevada high school diploma, and completing at least two years of high school in Nevada.¹

Governor Kenny C. Guinn’s Millennium Scholarship initiative was approved unanimously and enacted into law by the Nevada Legislature in 1999. State Treasurer Brian K. Krolicki administers the Millennium Scholarship trust fund. The Millennium Scholarship enables qualifying students to receive \$40, \$60, or \$80 per enrolled credit, depending upon the eligible Nevada institution of higher education they attend.

Although there are a number of ways to qualify for the scholarship, the most common is the successful completion of a program of study at a Nevada high school. Eligible students, beginning with the Class of 2000, must have graduated from a Nevada public or private high school. The student must be a resident of the State of Nevada for at least two of their high school years, complete high school with a 3.0 cumulative grade point average and pass all areas of the Nevada High School Proficiency Examination. Students who graduate from an out of state school, but whose parent or legal guardian is a resident of the state, are also eligible to apply.

¹ There are other, comparable requirements for students who do not earn a Nevada high school diploma, such as students who are home-schooled. The full specifications for eligibility are in Appendix C.

A concerted and cooperative effort among Nevada's educators has characterized the development and implementation of the program since its inception in 2000. We wish to recognize the following teams of Nevadans who have continued to join in the effort to make the Millennium Scholarship a reality for all of Nevada's eligible high school graduates.

- ❖ Millennium Scholarship Baseline Study Working Committee
- ❖ Millennium Scholarship Advisory Committee
- ❖ Nevada Association of School Superintendents
- ❖ Nevada Department of Education
- ❖ Leadership Forum of High School Counselors
- ❖ Nevada High School Registrars
- ❖ UCCSN (University and Community College System of Nevada) Board of Regents
- ❖ UCCSN System Administration
- ❖ UCCSN System Computing
- ❖ Community College of Southern Nevada
- ❖ Great Basin College
- ❖ Nevada State College
- ❖ Sierra Nevada College
- ❖ Truckee Meadows Community College
- ❖ University of Nevada, Las Vegas
- ❖ University of Nevada, Reno
- ❖ Western Nevada Community College

Presentation of Report Data

Throughout this report, we present data organized according to two types of "cohorts" as a means of tracking the progress of Millennium Scholars. "High school cohort" is a means of grouping/describing students according to the point in time when they initially become eligible for the scholarship. For most students, this is the year that they graduate from high school. By "college cohort," we refer to all students who began using the scholarship for the first time during the same term or semester. For example, all Millennium Scholarship students first using the scholarship during Fall 2000 are referred to as the Fall 2000 cohort.

Because different cohorts are discussed, we specifically request that readers pay particular attention to which cohort is being described, given that later cohorts have been in school for shorter periods of time than the first cohort of Millennium Scholars, and this affects the various rates and other statistics being reported.

The data in this report are stratified or “sliced” many different ways, and it is therefore important to differentiate between overall rates and sub-strata rates. We have tried to make these differences as clear as possible throughout the entire report, given that eligibility criteria and other issues (including “stop out” rates) related to the Millennium Scholarship are more complex than first meets the eye.

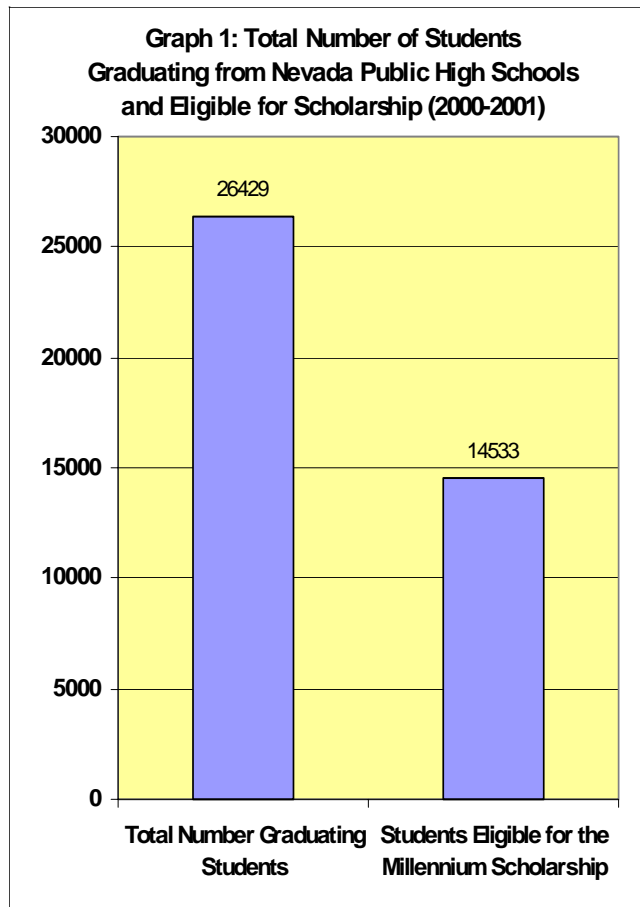
Finally, because many different data sources are utilized throughout the report, we have attempted to highlight these differences, particularly when we are citing results from the Center’s survey of Millennium-eligible students (and their parents) since these responses are a sample of Millennium-eligible students who graduated in 2002. The other major data sources, in contrast, cover a two-year span (2000 and 2001 high school graduation and eligibility data). We ask readers to be especially attentive to these differences.

Any inadvertent omissions or errors are the responsibility of the UNR Center for Applied Research and not the State Treasurer’s Millennium Scholarship Office.

Numbers Meeting Eligibility for the Millennium Scholarship

In 2000 and 2001, during the first two years of the program’s operation, a total of 26,429 students graduated from Nevada public high schools. From this group of students who graduated in 2000 and 2001, more than one-half (55% or 14,533 students; Graph 1) had met the eligibility requirements to qualify for the Millennium Scholarship as of August 2002². Of those who graduated in 2000 and 2001 and who were eligible to receive the scholarship, two-thirds (66.4% or 9650 students; Graph 2) have, as of Spring 2002, chosen to use the Millen-

² As of January 20, 2003 there were 15,259 eligible students



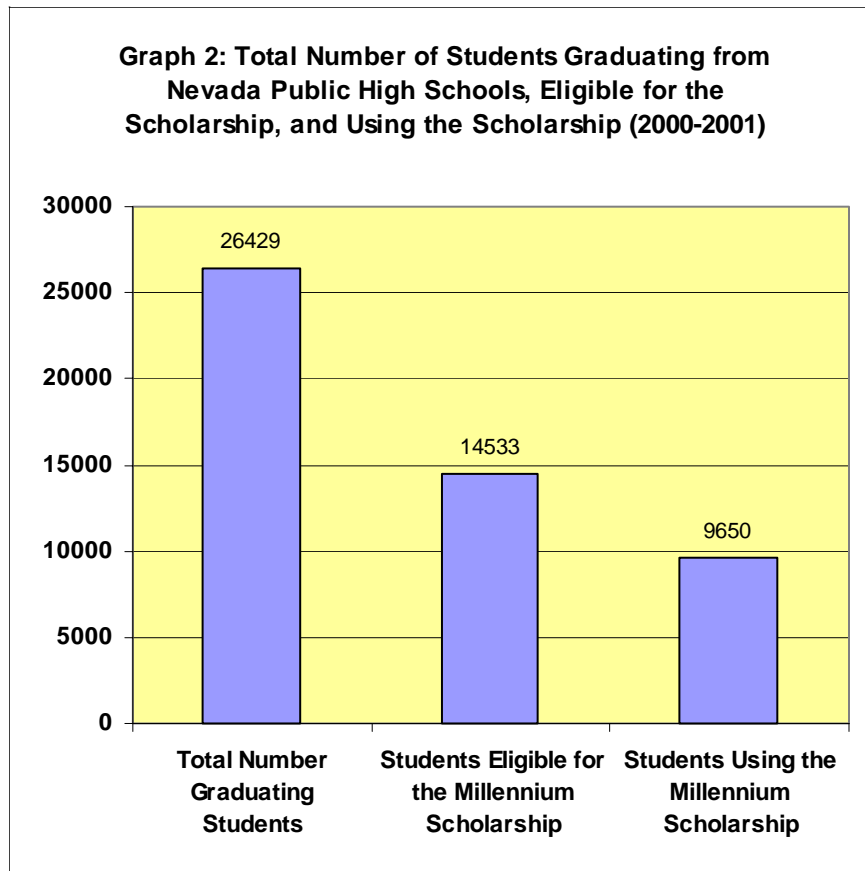
Millennium Scholarship to pay for their college tuition. It needs to be emphasized that the remaining 33.6%—those who were eligible for the Millennium Scholarship but did not use it—had at least three other options: (1) attend college in another state; or (2) enter the workforce (including the Armed Services); or (3) do something other than the foregoing. It is also possible for those who are eligible for the scholarship to postpone attending college after graduation since eligibility for the Millennium Scholarship continues for eight (8) years after high school graduation. In this context, the fact that 66.4% of Nevada's highest academic

achievers³ who also met all of the standards required to qualify as a Millennium Scholar, elected to remain in-state and attend a Nevada institution of higher learning is quite remarkable given that all of these individuals had many other options available⁴. Seen in another context, those who had used their Millennium Scholarship as of the summer of 2002 represent slightly more than one-third (36%) of ALL Nevada high school graduates (including those who were NOT eligible for a Millennium Scholarship).

Reducing the “Brain Drain” and Creating Economic Benefit. The high rate of retention of Millennium-eligible scholars that has occurred to date not only reduces the “brain drain” that occurs when highly qualified students leave a state, but also has an important economic

³ As measured by grade point average

⁴ As previously mentioned – to attend an institution of higher learning in another state, join the workforce or Armed Services instead of going to college, enroll in occupational training, and many other options.



impact and benefit for Nevada. These students make an economic contribution to Nevada because they not only buy textbooks, but also purchase food, clothing, and shelter, either directly or through their parents' expenditures. This spending helps to create and support jobs in the food service, housing, entertainment, and retail sales in-

dustries. Most important, however, is the fact that the retention of 66.4% of Millennium-eligible scholars who are high academic achievers directly contributes to the goal of increasing the number of Nevada students who attend Nevada institutions of higher education. Continuing research will soon tell us whether or not the Millennium Scholarship has helped to fulfill the other important element of the authorizing legislation (NRS 396.911): an increase in the number of students who graduate from Nevada institutions of higher education. Although the Millennium Scholarship has already produced its first graduates, 2004 and beyond will represent the first opportunity that most Millennium scholars will typically have had to graduate (since the program first began in 2000). Until then, we have chosen to use retention rates as a substitute measure for graduation rates.

When the Nevada Legislature approved the State Treasurer's Office budget in spring of 2001, including in its request for funding to conduct a study of the impact of the Millennium

Scholarship, they clearly were interested in the overall impact that this scholarship could, and possibly would, have on high school students in Nevada, as well as on the state as a whole. In order to include guidance from those who would be affected by, and interested in, the direct impact of the Millennium Scholarship, the Director of the Millennium Scholarship program, Dr. Susan Moore⁵, sought input from a wide variety of sources who were either directly involved in establishing enabling legislation for the Millennium Scholarship Program or who were stakeholders in one way or another. From these discussions, it was clear from the beginning that while some data existed that would be helpful in answering questions that legislators and other interested parties had, a “data gap” nevertheless existed with regard to a variety of issues. For example, while we might like to present a demographic picture of what the Nevada high school graduates in years 2000 and 2001 look like, we can do this only to a limited extent. There are many variables or indices such as parental annual income – whether as averages or income ranges – for which data are not currently available. The same is true for ethnicity and race.

The questions referenced above arise because there is a desire to know, in some quarters, whether Millennium Scholars are “representative” of, for example, all high school graduates. The data to answer that question as it relates to “all 2000 and 2001 Nevada high school graduates,” either simply does not exist or was not possible to obtain under the budget and/or timeline for this first research effort. In some senses, however, because the enabling legislation for the Millennium Scholarship specifically states that it is a merit-based scholarship (using grade point average and other criteria for qualification) the whole issue of “representativeness” is, in actuality, moot. However, because we are aware that the questions of “who” (at a group level) is eligible, as well as which groups are using the scholarship, will inevitably be asked, we will paint a generalized picture – but only after creating an appropriate context (see Appendix A).

⁵ Office of State Treasurer

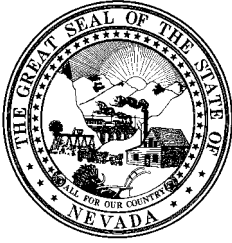
Attempting to Narrow the “Data Gap.” In order to begin to narrow this data gap, the Center for Applied Research (hereafter, simply “Center”) and the State Treasurer’s Office, with significant input from the Millennium Scholarship Baseline Study Working Committee, worked to bring together different sources of data to fill in some of the gaps in the initial database (INSTEP⁶) that was created by the State Treasurer’s Office solely for the purpose of administering the scholarship. INSTEP was not designed to answer the questions that various groups of stakeholders would have after the scholarship had been operational for several years. Partially in response to questions for which no data existed, the Center created and administered two multi-mode⁷ surveys designed for all Millennium Scholarship-eligible students in the 2002 cohort (the graduating class of 2002, plus other students who became eligible during this calendar year) as well as for the parents of these students.

Data Acquisition and Sharing. Because of the confidential nature of the educational data involved in answering questions about the effect of the Millennium Scholarship, the State Treasurer’s Office expended a great deal of effort to ensure that all student information was appropriately and legally obtained and used. Initially, the State Treasurer’s Office began this work in order to obtain the data needed to administer the scholarship. During the past year, however, the Center began working with the State Treasurer’s Office to expand the range of existing data sources needed to answer the questions associated with the Millennium Scholarship’s effect and impact. Figures 1 and 2 show the current data sharing-schematic, including data sources, flow of information, and legal justification for access to that information. All of the data acquired from other state agencies as a part of this study are legitimate under the Family Educational Rights and Privacy Act (FERPA), and the data in this report are always presented exclusively as group-level data without any identification whatsoever of individual students⁸.

⁶ Integrated Nevada Scholarship Tracking and Eligibility Program

⁷ Mail-out questionnaires and web-based survey instruments

⁸ All merged datafiles in the possession of the Center will be destroyed at that point in time that each cohort of Millennium-eligible students exceeds the eligibility period, thus limiting the “life” of the database.



Millennium Scholarship Program
Office of State Treasurer Brian K. Krolicki

FIGURE 1: MILLENNIUM
SCHOLARSHIP ELIGIBILITY DATA

K-12 Districts and Private Schools

17	County Districts ¹
39	Private Schools ¹

¹(a) FERPA (Family Educational Rights and Privacy Act) provides that personally identifiable information may be released by a school without the written consent of the student or their parents, if it is “in connection with a student’s application for, receipt of financial aid.” (UCCSN memo 11-21-2000)

¹ (b) I have reviewed Brooke’s letter of November 21, 2000, provisions of FERPA (20 USC §1232G(b)(1)(D)), and provisions of Chapter 396 of the NRS. I concur with Brooke’s opinion dated November 21, 2000. (Ann Wilkinson, Attorney General’s Office, August 28, 2002)



State Treasurer’s Office

<p>“INSTEP”² Integrated Nevada Scholarship Tracking and Eligibility Program</p>

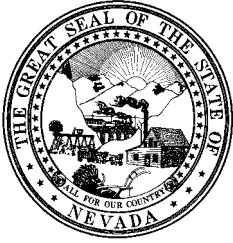
²(a) “Acknowledgment of Award” signature

²(b) FERPA provides that personally identifiable information may be released by a school without the written consent of the student or their parent, if it is “in connection with a student’s application for, or receipt of financial aid.” (UCCSN memo 11-21-2000).



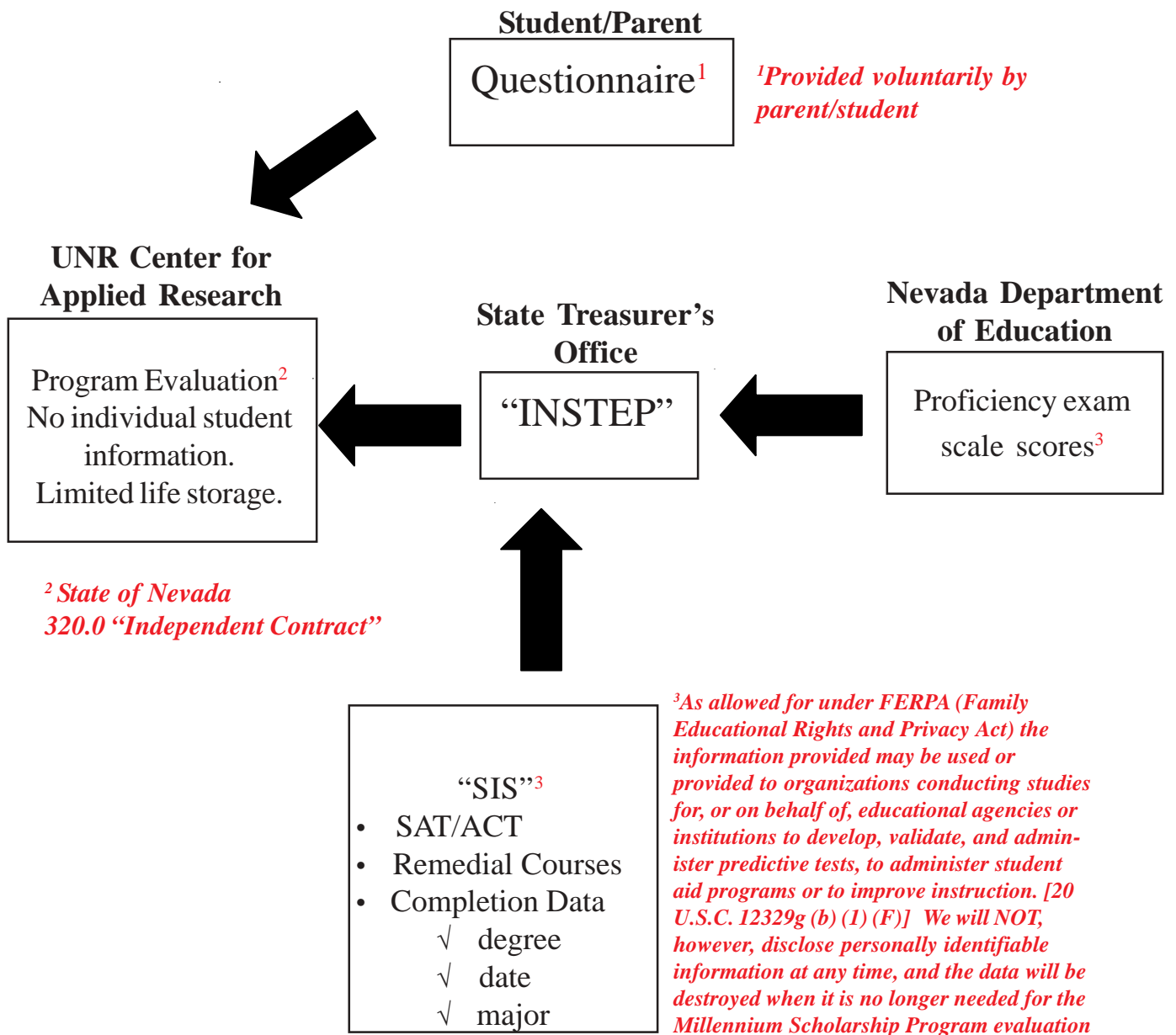
UCCSN

<p>“SIS”² Student Information System</p>
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Millennium Scholarship Program
Office of State Treasurer Brian K. Krolicki

FIGURE 2: MILLENNIUM
SCHOLARSHIP PROGRAM EVALUATION



Center Surveys. The primary purpose of the surveys was to determine the effect of the scholarship on each student's intent to attend college. As the survey was developed, sections were added regarding the impact of the scholarship on high school effort, eligible students' plans for Fall 2002, parent's ability to pay for college, and basic demographics.

Both surveys were extensively reviewed and tested by the Center's interviewers, questionnaire designers, and cognitive lab testing personnel. The survey was also reviewed and approved by State Treasurer Krolicki's Office.

Survey Logistics. Two survey packets were created, one for the Millennium-eligible scholar, and another for the parent(s) of the eligible student. Each survey packet contained a letter from State Treasurer Krolicki (specific to the recipient – parent or student), a letter from the Center, the (parent or student) survey, and a business reply envelope (postage pre-paid) addressed to the Center. (See Appendix B for the full packet and questionnaire for both surveys.) In two-parent households, either parent could fill out the parent survey. The Center's letter also contained a web address and password so that those who preferred to complete the survey on line could do so⁹. The on-line surveys were hosted on the Center's secure server; the wording of the mail-out and on-line surveys were identical. Because the normal tools for increasing survey response, such as reminder postcards, were unavailable due to financial constraints, the Center recommended securing a sponsor to donate gifts for a random respondent from each survey.

In early August, after processing student records and mailing out the scholarship-eligibility packet, the State Treasurer's Office transferred to the Center information on all students who became eligible for the Millennium Scholarship during calendar year 2002. These data are encrypted and stored in files protected by multiple passwords in the Center's secure server that is further protected behind the University's network security. Surveys were mailed

⁹ Passwords were invisibly linked to Millennium Scholarship I.D. to prevent "double responding" – responding more than once to the survey by the same individual.

out shortly thereafter. In total, 15,956 surveys were mailed out, representing 7,978 surveys to students and an identical number of surveys to their parents. We received the first response (via the web-survey) the day following the mail-out. Surveys were accepted through the first week of November of 2002.

The student survey had a response rate of 26% (or 2,021 surveys returned or completed online), and the parent survey had a response rate of 30% (or 2368 surveys returned or completed online¹⁰). Response rates at this level (especially in light of the fact that a limited budget prevented the use of reminder postcards and other methods to increase response rates) are high enough to produce reliable results, at least in the context of demographic comparisons between those who returned surveys (including surveys completed online) and those who did not (described below).

The Center compared the demographics of those who returned surveys against the demographics of the population of eligible Millennium scholars. In particular, we compared the full distribution of all Millennium-eligible students against the demographics of survey respondents both at the county and high school levels. As a result of these comparisons, it was clear that adjustment for over or underrepresentation of demographic groups of those returning surveys was not a problem. Therefore, it was not necessary to weight the data. We simply remind the reader that all data presented in this report are unweighted. The one factor for

Survey of 2002 Millennium-Eligible Students and Parents

Survey mailed out in August 2002; responses were accepted through the first week of November 2002.

Students

Surveys sent to 7,978 students.
143 surveys were undeliverable.
2,021 surveys were returned, for a 25% response rate or 26% if undeliverable surveys are removed

Parents

Surveys sent to 7,978 parents.
145 undeliverable surveys
2,368 surveys returned for a 30% response rate with (or without) undeliverable surveys

¹⁰ Very few surveys were completed online, possibly because the web-survey was mentioned on the second cover letter, at the very bottom of the page. If future surveys are funded, the web-survey will be highlighted more prominently.

which a significant difference was found between respondents and non-respondents was the rate of use of the scholarship in Fall 2002 – but this is unrelated to the question of demographic similarity between the two. Based on data only recently available (and, therefore, generally unavailable for much of the rest of this report), 74% of students responding to the survey used the scholarship, compared with 50% of students who did not respond to the survey. As the Center continues to present data on scholarship use in future reports, we will pay careful attention to this outcome and we will continue to propose, if funds are available, an additional survey of scholarship non-users.

Data from the survey's demographic measures are reported in Appendix A.

Impact of The Millennium Scholarship on High School Performance

One of the major issues of interest to the Legislature and other stakeholders relates to the impact, if any, that the Millennium Scholarship has had on high school performance. In order to more fully examine this issue, we will eventually¹¹ look at three measures of academic performance: (1) high school GPA; (2) Nevada proficiency exam scores; and (3) scores on national exams (SAT and ACT). Currently, however, we have data only on the first of these measures, with our goal being to report on these indices in future reports (see the Directions for Future Research, page 31). In the following section, therefore, we present data on academic performance in high school.

Grade point average

High schools can report student GPA data to the State Treasurer for Millennium Scholarship eligibility in either weighted and unweighted formats. Weighted GPAs give higher scores for grades earned in advanced classes, resulting, in some cases, in GPAs above the 4.0 level. In nearly all cases (80.4%), high schools reported both weighted and unweighted scores. For scholarship eligibility, if two scores are present, the higher score is used (the minimum GPA for Millennium Scholarship eligibility is 3.0).

¹¹ As soon as the appropriate agreements to share data are finalized and/or the data sharing process is operationalized.

Groups: In the ensuing pages of this section, several graphs divide information among several groups.

These groups include:

Nevada graduates: Information on high school graduates, provided by the Department of Education. Includes 2000 and 2001 graduating classes.

Parents of High School-aged Children in Nevada: Census data on households with children aged 14-18 in Nevada.

Parents of Millennium-Eligible Students: Survey results of the parents of students from the class of 2002 eligible for the Millennium Scholarship.

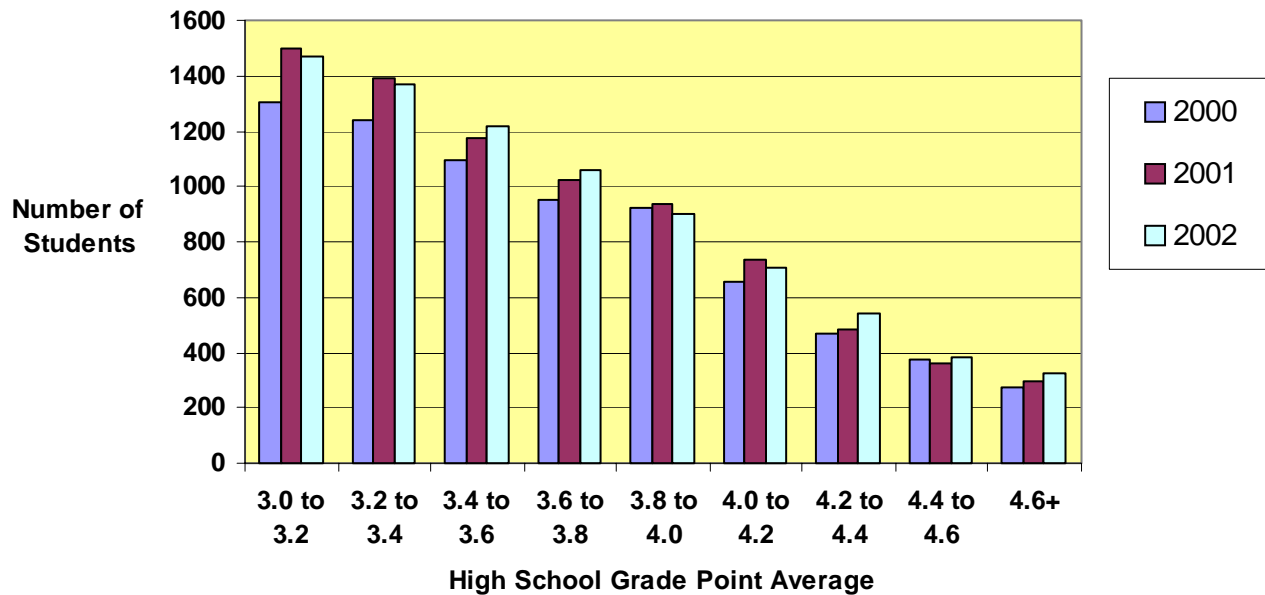
Millennium-Eligible graduates: Students who are eligible for the scholarship upon graduation from high school. Includes only the class of 2002.

Likely scholarship users: Students from the class of 2002 who reported that they were planning to attend a participating institution in Fall 2002.

Students not attending college: Students from the class of 2002 who reported that they were not planning to attend a participating institution in Fall 2002.

Students Attending Non-Participating Institutions: Students from the class of 2002 who reported that they were planning to attend an institution that is not eligible for Scholarship funds in Fall 2002. Overwhelmingly, these are out-of-state institutions.

Graph 3: Millennium-Eligible (M.E.) Students' Average Grade Point Averages by Year of Graduation



Graph 3 shows the distribution GPAs for each Millennium-eligible high school cohort; table 1 shows the arithmetic average (mean) GPA for each cohort. Table 2 shows the GPAs (mean and standard deviation) of students who used scholarship funds, compared with those who did not. It is interesting to note that the mean GPA of students who did not use the scholarship is nearly the same as the mean GPA of those who did. The standard deviation for students who did not use the scholarship is very slightly higher than the standard deviation of those who did. None of the differences in GPA or standard deviation for the two groups are statistically significant.

When we consider the GPAs of students in the 2002 cohort who responded to the survey,

Table 1: Mean GPA by High School Cohort		
High School Cohort	M.E. Average GPA	Number Students
2000	3.6187	7297
2001	3.604	7908
2002	3.6123	7966
Total	3.6115	23171

Table 2: Mean/Standard Deviation of GPA for 2000 and 2001 High School Cohorts, by Use and Non-use of Scholarship Funds				
Cohort	GPA (use) (Mean / Std dev)	Number Students	GPA (non-use) (Mean / Std dev)	Number Students
2000	3.6011 / .44	5080	3.6590 / .50	2217
2001	3.5892 / .43	4973	3.6292 / .50	2935

we were able to group students together as follows: those not attending college in the fall, those attending college at participating institutions, and those attending non-participating institutions (generally out-of-state colleges). Of these three groups, students planning to attend in-state had a very slightly lower mean GPA (3.61, across 1584 students) than those not planning to attend college in Fall 2002 (3.64, across 164 students), with this difference **not** being statistically significant, based on the results of Chi Square tests to take into consideration the small sample of respondents in the non-college category. The mean GPA for students attending out-of-state was 3.67 (273 students; not significant at 0.05).

Millennium Scholarship Availability: Impact on effort

The survey of eligible students in the 2002 cohort and their parents included questions measuring the extent of student and parent knowledge of the scholarship, as well as the impact of that knowledge. Virtually all students (99.2%) were aware of the scholarship before receiving their award packet from the State Treasurer's Office. A majority

Selected items from the student survey

- Q8.** Before receiving the award packet notifying you of your eligibility, were you aware of the Millennium Scholarship?
- ☐ YES
- ☐ NO *GOTO Q12*
- Q11.** Did your knowledge of the Millennium Scholarship affect the effort you put into your school work?
- ☐ YES
- ☐ NO *GOTO Q12*
- Q11a.** Was your effort greatly increased, somewhat increased, somewhat decreased, or greatly decreased, because of your knowledge of the scholarship?
- ☐ Greatly increased
- ☐ Somewhat increased
- ☐ Somewhat decreased
- ☐ Greatly decreased

Selected items from the parent survey

- Q1.** Before your child received the award packet, were you aware of the Millennium Scholarship?
- ☐ YES
- ☐ NO *GOTO Q3*
- Q1b.** Did you talk to your child/children about the scholarship?
- ☐ YES
- ☐ NO *GOTO Q3*
- Q2.** Did you use the scholarship to encourage your child/children to do well in school?
- ☐ YES *GOTO Q3*
- ☐ NO
- Q2a.** Which of the following best describes why you did NOT use the scholarship to encourage your child/children to do well in school?
- ☐ It is my child's decision about how well he/she wants to do at school.
- ☐ My child was already as well motivated as he/she could be.
- ☐ Other reason

of students (62.7%) became aware of the scholarship during their sophomore year in high school (1999-2000). Over one-half (57.1%) of students who completed surveys reported that the Millennium Scholarship increased the amount of effort that they put into their schoolwork. This 57% needs to be interpreted, however, in a broader context – one that includes the notion that a given (but undeterminable) number of students were already making the most intense effort of which they were capable and therefore had no capacity to increase it. The fact that nearly 60% of survey respondents indicated that the Millennium Scholarship increased the amount of effort they put into their schoolwork is a significant finding.

If we look again at our three groups of students – those planning to attend a participating institution, students not planning to attend college at all, and students planning to enroll out-of-state – those planning to attend an out-of-state college reported a much lower level of impact: 64.5% said that the scholarship had no effect on their effort. On the other hand, 60.4% of students planning to attend in-state and 63.4% of those who chose not to attend college anywhere reported that knowledge of the existence of the Millennium Scholarship increased the amount of effort they put into their school work. This is a highly significant finding because it documents the impact that the Millennium Scholarship has had across all students, despite the fact that the documented impact is not equal across all groups.

Nearly all of the parents (96.3%) who returned surveys were also aware of the scholarship before their child received the award packet. In addition, of this group of parents who did complete and return surveys, more than two-thirds (69.7%) used the Millennium Scholarship to encourage their child to do well in school. Of those parents who did not use the scholarship to encourage their children, it is important to note that four out of five felt that their child was already as well motivated as he or she could be.

Statewide Millennium Scholarship Eligibility and Use

During the first two years of the scholarship's availability, slightly over half of all public high school graduates in Nevada were eligible for the Millennium Scholarship (54.0% in 2000 and 56.3% in 2001). The question as to which high schools are producing the most, or highest proportion, of Millennium-eligible scholars has been on the minds of various stakeholders. As such, it is important to remind all readers of this report that there are many factors which influence these eligibility and use rates, both on a statewide, as well as an individual school, or schools-within-county basis. First, all students bring to their schools certain levels of ability, and these abilities are both innate as well as influenced by the student's level of interest and motivation in education in general, as well as in certain subject matter areas. All of the foregoing is, of course, also influenced by instruction. It is a well known fact, however, that there is a correlation between socioeconomic status and academic achievement, and this is something, again, that students bring with them to their respective schools. All of these factors, including the school environment and instructional quality, interact with one another to influence student academic achievement. All of this means that the attempt to compare or evaluate schools in terms of the number of Millennium-eligible scholars they produce is inherently unfair in some senses, especially if these numbers are used to evaluate the quality of the instruction or education that is being received. Schools "inherit" their student bodies, and have no control over such factors as the socioeconomic status of their students which clearly influences some academic outcomes.

We therefore present a picture of rates of eligibility and use of Millennium Scholarships with the request that they be used in the spirit in which they were intended – as baseline descriptive data, and not evaluations of educational quality. We repeat that these data cannot legitimately be used to evaluate educational quality at the individual school level, at the county level, or even at the statewide level.

By geographic region, Pershing County has the highest rate of eligibility (87.2% of all

students in 2000 and 2001). Mineral County has the lowest rate of eligibility among the public school districts (39.5%).

Rates of Use by Eligible Students. Washoe County has the highest rate of use among eligible students, at 69.7%; Lincoln County has the lowest rate of use, at 33.0%. It is important to remember that many Millennium-eligible students are simply attending college out-of-state, or may be entering the workforce and foregoing college at this point, or doing something else altogether.

A full listing of rates of use and eligibility by county is provided in Table 3. High school data are presented in Table 4 (Clark County high schools), Table 5 (Washoe County high schools), and Table 6 (rural counties' high schools and charter schools).

Table 3: Eligibility and Use by County, 2000-2001

County	2000					2001					Total (00-01)	
	Total Graduating Students	Millennium Eligible Students	% Eligible	Used Funds	% Used Funds (of eligible)	Total Graduating Students	Millennium Eligible Students	% Eligible	Used Funds	% Used Funds (of eligible)	% Eligible	% Used Funds (of Eligible)
<i>Carson City</i>	402	244	60.7	166	68.0	404	259	64.1	150	57.9	62.4	62.8
<i>Churchill</i>	237	150	63.3	94	62.7	226	158	69.9	90	57.0	66.5	59.7
<i>Clark</i>	7966	4130	51.8	2979	72.1	8470	4535	53.5	2911	64.2	52.7	68.0
<i>Douglas</i>	434	210	48.4	131	62.4	401	193	48.1	130	67.4	48.3	64.8
<i>Elko</i>	534	316	59.2	173	54.7	517	265	51.3	139	52.5	55.3	53.7
<i>Eureka</i>	22	14	63.6	8	57.1	23	14	60.9	7	50.0	62.2	53.6
<i>Humboldt</i>	236	107	45.3	69	64.5	202	72	35.6	42	58.3	40.9	62.0
<i>Lander</i>	71	36	50.7	27	75.0	69	37	53.6	14	37.8	52.1	56.2
<i>Lincoln</i>	70	47	67.1	19	40.4	65	53	81.5	14	26.4	74.1	33.0
<i>Lyon</i>	281	146	52.0	113	77.4	288	175	60.8	106	60.6	56.4	68.2
<i>Mineral</i>	47	17	36.2	8	47.1	29	13	44.8	5	38.5	39.5	43.3
<i>Nye</i>	281	124	44.1	77	62.1	232	122	52.6	63	51.6	48.0	56.9
<i>Pershing</i>	54	44	81.5	23	52.3	40	38	95.0	22	57.9	87.2	54.9
<i>Storey</i>	19	12	63.2	8	66.7	26	18	69.2	12	66.7	66.7	66.7
<i>Washoe</i>	2146	1312	61.1	957	72.9	2320	1531	66.0	1024	66.9	63.7	69.7
<i>White Pine</i>	111	68	61.3	34	50.0	105	76	72.4	38	50.0	66.7	50.0
<i>Charter</i>	41	13	31.7	8	61.5	49	23	46.9	7	30.4	40.0	41.7
Total	12952	6990	54.0	4894	70.0	13466	7582	56.3	4774	63.0	55.2	66.3

Table 4: Clark County High Schools Eligibility and Use, 2000-2001

High School	Total Graduating Students	Eligible Students	% Eligible	Used Funds	% Used Funds (of Eligible)
Advanced Technologies Academy	313	265	84.7%	191	72.1%
Basic High School	708	382	54.0%	260	68.1%
Bonanza High School	877	456	52.0%	284	62.3%
Boulder City High School	259	129	49.8%	86	66.7%
Chaparral High School	783	350	44.7%	232	66.3%
Cheyenne High School	567	229	40.4%	159	69.4%
Cimarron Memorial High School	869	498	57.3%	350	70.3%
Clark County Adult High School	N/A	20	----	10	50.0%
Clark County Adult Southern Desert Correctional Facility	N/A	23	----	14	60.9%
Community College East	150	91	60.7%	66	72.5%
Community College South	91	68	74.7%	58	85.3%
Community College West	206	149	72.3%	128	85.9%
Cowan Academic Center	9	3	33.3%	1	33.3%
Durango High School	1121	285	25.4%	197	69.1%
Edward W. Clark High School	574	319	55.6%	218	68.3%
Eldorado High School	612	269	44.0%	184	68.4%
Green Valley High School	1251	732	58.5%	483	66.0%
Horizon North High School	26	7	26.9%	2	28.6%
Horizon South High School	690	5	0.7%	5	100.0%
Horizon West High School	36	15	41.7%	10	66.7%
Indian Spring High School	53	25	47.2%	14	56.0%
Las Vegas High School	867	392	45.2%	281	71.7%
Las Vegas Academy	481	345	71.7%	230	66.7%
Laughlin High School	55	26	47.3%	9	34.6%
Miley Achievement Center	2	1	50.0%	0	0.0%
Moapa Valley High School	256	166	64.8%	85	51.2%
Mojave High School	557	241	43.3%	184	76.3%
Morris Academy Credit Retrieval	33	6	18.2%	3	50.0%
Palo Verde High School	885	432	48.8%	318	73.6%
Rancho High School	494	211	42.7%	138	65.4%
Silverado High School	1279	719	56.2%	515	71.6%
Southern Nevada Vocational Technical Center	690	438	63.5%	286	65.3%
Sunset East Morris Academy	51	7	13.7%	3	42.9%
Sunset High School North	5	3	60.0%	1	33.3%
Sunset High School West	22	7	31.8%	4	57.1%
Valley High School	664	356	53.6%	252	70.8%
Virgin Valley High School	213	117	54.9%	43	36.8%
Western High School	492	190	38.6%	127	66.8%
†CC Southern Nevada Women's Correctional Facility	N/A	9	----	6	66.7%
‡Centennial High School	336	190	56.5%	133	70.0%
‡Desert Pines High School	136	49	36.0%	32	65.3%
‡Desert Rose Adult High School	N/A	22	----	5	22.7%
‡Foothill High School	214	85	39.7%	48	56.5%
Clark County	16241	7977	49.1%	5431	68.1%

† Data available only for 2000.

‡ Data available only for 2001.

Table 5: Washoe County High Schools Eligibility and Use, 2000-2001

High School	Total Graduating Students	Eligible Students	% Eligible	Used Funds	% Used Funds (of Eligible)
Robert McQueen High School	675	415	61.5%	322	77.6%
Galena High School	568	377	66.4%	271	71.9%
Gerlach High School	18	9	50.0%	8	88.9%
Incline High School	165	104	63.0%	48	46.2%
TMCC Magnet High School	181	138	76.2%	108	78.3%
Earl Wooster High School	374	272	72.7%	166	61.0%
Reno High School	620	438	70.6%	256	58.4%
Sparks High School	465	266	57.2%	198	74.4%
Procter R. Hug High School	451	218	48.3%	174	79.8%
Edward C. Reed High School	815	503	61.7%	387	76.9%
Washoe High School	84	50	59.5%	28	56.0%
Washoe Adult Education	50	37	74.0%	10	27.0%
Washoe County	4466	2827	63.3%	1976	69.9%

Table 6: Rural County High Schools Eligibility and Use, 2000-2001

High School	Total Graduating Students	Eligible Students	% Eligible	Used Funds	% Used Funds (of Eligible)
Churchill County	463	308	66.5%	184	59.7%
Churchill County High School	463	285	61.6%	172	60.4%
Churchill Adult HS	N/A	4	-----	3	75.0%
Douglas County	835	403	48.3%	261	64.8%
Douglas County High School	710	349	49.2%	238	68.2%
George Whittell	85	54	63.5%	23	42.6%
Elko County	1051	581	55.3%	312	53.7%
Carlin	78	36	46.2%	17	47.2%
Elko High School	496	268	54.0%	148	55.2%
Elko Adult	N/A	3	-----	1	33.3%
Jackpot	29	10	34.5%	6	60.0%
NV Youth Center - Independence HS	N/A	6	-----	0	0.0%
Ow yhee	22	9	40.9%	4	44.4%
Spring Creek	309	186	60.2%	111	59.7%
Wells	57	29	50.9%	15	51.7%
West Wendover	60	34	56.7%	10	29.4%
Eureka County	45	28	62.2%	15	53.6%
Eureka	45	28	62.2%	15	53.6%
Humboldt County	438	179	40.9%	111	62.0%
Albert M. Low ry	411	169	41.1%	106	62.7%
Mc Dermitt	27	10	37.0%	5	50.0%
Lander County	140	73	52.1%	41	56.2%
Austin	8	4	50.0%	1	25.0%
Battle Mountain	132	69	52.3%	41	59.4%
Lincoln County	135	100	74.1%	33	33.0%
Lincoln County High School	93	66	71.0%	19	28.8%
Lincoln Co. Adult	N/A	3	-----	0	0.0%
‡Nevada Youth Center- Co. Bastian	1	0	0.0%	0	-----
Pahrnagat Valley	42	30	71.4%	13	43.3%
Lyon County	569	321	56.4%	219	68.2%
Dayton	191	108	56.5%	69	63.9%
Fernley	178	104	58.4%	71	68.3%
Smith Valley	39	29	74.4%	21	72.4%
Yerington Valley	162	79	48.8%	58	73.4%
Mineral County	76	30	39.5%	13	43.3%
Mineral County High School	76	30	39.5%	13	43.3%
Nye County	513	246	48.0%	140	56.9%
Beatty High School	51	30	58.8%	17	56.7%
Gabbs High School	14	6	42.9%	4	66.7%
Pahrump High School	302	131	43.4%	79	60.3%
Round Mountain High School	46	22	47.8%	12	54.5%
Tonopah High School	100	57	57.0%	28	49.1%

† Data available only for 2000.

‡ Data available only for 2001.

Table 6 continued: Rural County High Schools

High School	Total Graduating Students	Eligible Students	% Eligible	Used Funds	% Used Funds (of Eligible)
Pershing County	94	82	87.2%	45	54.9%
Pershing High School	94	57	60.6%	28	49.1%
Pershing Adult - CC Lovelock	N/A	21	-----	14	66.7%
Pershing Adult High School	N/A	3	-----	3	100.0%
CC Mountain HS - Ely State Prison	N/A	1	-----	0	0.0%
Storey County	45	30	66.7%	20	66.7%
Virginia City High School	45	30	66.7%	20	66.7%
White Pine County	216	144	66.7%	72	50.0%
Lund High School	25	4	16.0%	0	0.0%
White Pine County High School	179	124	69.3%	65	52.4%
CC White Pine Adult -Ely St. Prison	N/A	6	-----	2	33.3%
‡Nova Center for Adult Ed.	12	4	33.3%	2	50.0%
Carson City	806	503	62.4%	316	62.8%
Carson High School	775	484	62.5%	307	63.4%
Carson Adult	N/A	2	-----	1	50.0%
CC Carson Adult- NV St. Prison	N/A	7	-----	4	57.1%
CC Carson Adult - Warm Springs	N/A	10	-----	4	40.0%
Charter Schools	90	36	40.0%	15	41.7%
Gateway ay to Success Public Charter	55	19	34.5%	9	47.4%
‡Keystone Academy Charter	2	1	50.0%	1	100.0%
ICDA Charter	33	16	48.5%	5	31.3%

† Data available only for 2000.

‡ Data available only for 2001.

Intent to Attend College

Both the student and parent surveys contained questions designed to determine the effect that the Millennium Scholarship has had on students enrolling in college. This includes questions on whether the scholarship kept students, who otherwise would have attended college out of state, at in-state institutions. Parents were asked about the following: (1) their ability to pay for their child's college without the scholarship; (2) whether the scholarship increased the number of choices of colleges to attend within Nevada (since the out-of-pocket dollars that normally would have gone for tuition could be used for room and board away from home, and thus students would theoretically not be limited to choosing the college closest to their home); and (3) whether, without the scholarship, their child would have attended college out-of-state.

Expanding College Choice and Increasing Accessibility. Nearly three-quarters (73.4%) of students planning to attend college in Fall 2002 reported that their choice of college was affected by the availability of the Millennium Scholarship. In addition, slightly more than half (58.3%) of survey respondents who were planning to use the scholarship in Fall 2002 reported that they would **not** have been able to attend college without the scholarship. This finding establishes the impact that the Millennium Scholarship has had in allowing those with limited financial re-

Selected items from the student survey

- Q3.** Would you be able to afford to attend college without this scholarship?
☐ YES ☐ NO
- Q4.** Has your eligibility for the Millennium Scholarship influenced which college(s) you will attend, or which colleges you are considering attending?
☐ YES ☐ NO
- Q6.** Without the Millennium Scholarship, would you be attending college out of state?
☐ YES ☐ NO

Selected items from the parent survey

- Q3.** Please tell us a little bit about your ability to support your child who is eligible for the Millennium Scholarship, if he or she chooses to attend college:
☐ I can afford to pay for my child's college without any assistance.
☐ I can afford to pay for my child's college with **some** assistance.
☐ I am not able to pay for any part of my child's college expenses.
- Q4.** Does the Millennium Scholarship increase your child's choice of colleges to attend in Nevada?
☐ YES ☐ NO
- Q5.** Without this scholarship would your child have attended a college out-of-state?
☐ YES ☐ NO

sources to attend college.

Attending College In-State. Among all students planning to use the Millennium Scholarship in Fall 2002, over one-third (36.3%) stated that without the scholarship, they would have attended an out-of-state school. It bears repeating that of those who indicated that they would use the Millennium Scholarship in Fall 2002, in excess of one-third (36.3%) indicated they would have attended an out-of-state school instead of attending a Nevada college had the scholarship not been available. When figures for “intent” to attend college in-state from the survey data were checked against actual enrollment, 93.9% of those who stated they intended to enroll in-state actually did so.¹² These results establish the very high rate of both reliability and validity of the Center’s survey data.

Financially Secure Sub-Group. As might be expected for a scholarship that is designed to be merit-based, at the opposite end of the financial spectrum, there is always a group of students planning to attend college (in this case in the Fall of 2002) who are sufficiently financially secure to attend without scholarship aid. It is important to note that, given the goals of the Millennium Scholarship Program, it would not have been possible to achieve the increases in enrollment in in-state participating educational institutions that have occurred to date had the Millennium Scholarship not been merit-based. Similar comments can be made with respect to the proportions of survey-based respondents, more than half of whom (57.1%) indicated that knowledge of the availability of the Millennium Scholarship influenced them to increase the amount of effort they put into their school work.

Fewer than half (46.2%) of survey respondents intending to enroll in college in the Fall semester 2002 indicated that they could attend college without the scholarship. If these students can attend college without using scholarship funds, it is legitimate to ask what effect or impact the Millennium Scholarship had on this financially secure group of students. In fact, in

¹² Very small percentages who indicated they would enroll out-of-state actually enrolled in-state (0.7%) and nearly the same percentage (0.6%) who indicated they would not enroll in college actually enrolled in state.

excess of one-third (35.8%) of this group stated that without the scholarship being available, they would have attended an out-of-state college. This is an important outcome: more than one-third (35.8%) of all Millennium-eligible scholars who returned surveys and who **would** have been able to attend college **without** the scholarship indicated their intent to attend college in Nevada instead of attending an out-of-state institution because of the availability of the Millennium Scholarship for their use.

In short, whether referencing all Millennium-eligible scholars, or only the sub-group who could not have attended without the scholarship, or only those who could have attended without using the scholarship, there is no segment of Millennium-eligible scholars for whom the scholarship's availability did not have a positive impact on their decision to remain in-state. Our analyses show that 77.9% of the scholars who began college in Fall 2002 using the Millennium Scholarship funds were influenced to enroll in an in-state institution due to the scholarship's availability. This means that twenty-two percent (22.1%) intended to enroll in an in-state college whether or not the Millennium Scholarship were available.

Parental Survey Responses. When asked about their ability to support their child while at school, nearly all parents (85.8%) reported needing at least some form of financial assistance. Of those parents who reported needing assistance, more than one-quarter (28.4%) reported being unable to pay for any of their child's college expenses. Nearly three-quarters (72.6%) of all parents responding to the survey felt that the scholarship increased their child's choices of colleges in Nevada. The children of these parents reported that they planned to attend the Community College of Southern Nevada, Nevada State College, Sierra Nevada College, Truckee Meadows Community College, and the University of Nevada at Las Vegas at higher rates than did those children whose parents did not feel this way.

Nearly two out of five (39.0%) parents said that their child would have attended an out-of-state college without the scholarship. The children of these parents were more likely to report

that they were planning to attend college at the Universities of Nevada at Las Vegas and Reno than other students.

Performance in College

Retention

Of the 15,237 eligible students (from the high school cohorts of 2000 and 2001), 10,077 have used Millennium Scholarship funds through Spring, 2002¹³. An additional 22 eligible students from the class of 2002 have used their funds for the first time by enrolling in Spring 2002 (instead of waiting until Fall 2002 when most would be expected to enroll, but for which data have not yet been analyzed). Table 7 shows how many students enrolled at each of the participating institutions, as well as the average number of terms spent at each institution.

It is important to note that students may attend, and use the scholarship, at more than one institution, either in a given term or across the students' scholastic career. Approximately one quarter (23.9%) of students in the Fall 2000 college cohort have attended more than one participating institution. Overall, 14.5% have attended more than one institution. Most of these (14.0% of the total scholars) attended two. However, 55 students have attended three institutions, and two students have attended four.

Table 7: Number of 2000/2001 Scholars Attending Each Participating Institution, plus Average Number of Terms At That Institution		
Institution	Number of Millennium	Average number of terms at institution
University of Nevada Las Vegas	3496	2.53
University of Nevada Reno	3267	2.62
Community College of Southern Nevada	3096	2.15
Truckee Meadows Community College	1206	1.92
Western Nevada Community College	459	2.04
Great Basin College	272	2.07
Sierra Nevada College	8	1.63

¹³ These 15,237 eligible graduates and 10,077 students using the scholarship include Nevada public high school graduates, as well as Nevada private school graduates and other students who have met the eligibility criteria who are not Nevada high school graduates. Data is as of August 2002.

Table 8 shows the number of students from each high school cohort, and the distribution by term and year of first time use of funds. As can be seen from the classes of 2000 and 2001, while the largest enrollment period for each class is the Fall term following the June high school graduation, there are substantial numbers of students beginning during other terms, both before and after that Fall.

Retention Rate Calculation. The retention rate as calculated in this report differs slightly from the typical way in which retention rates are usually presented. Most retention rate calculations focus exclusively on the rate for a particular (single) institution. For this study,

Table 8: Number of students using the scholarship, by first term in MS-system and high school graduation year.				
First term/College Cohort	High School Graduation Year			Total
	2000	2001	2002	
Fall 2000	4245			4245
Spring 2001	391	18		409
Summer 2001	33	179		212
Fall 2001	315	4387		4702
Spring 2002	108	401	22	531
Total	5092	4985	22	10099

however, we follow each student's retention through all of the participating institutions since the Millennium Scholarship program allows enrollment and use of funds at any participating institution. This means that students who spend one (or more) semesters at a given campus and then transfer to another participating campus will not lose their eligibility. It is for this reason that it was the most logical to consider (and calculate) retention rates within the scholarship system as a whole. In other words, students who transfer among campuses are counted as "retained." Additionally, we consider a student's first semester to be the one in which they begin using scholarship funds. Table 9 shows the retention rate for each starting-term cohort, by semester. Table 10 shows the rate of continuous enrollment for each starting-term cohort, by semester. Both of these calculations exclude summer enrollment (except for the initial enrollment size of the Summer 2001 group)¹⁴.

¹⁴ Please note that summer enrollment is not required under the terms of the scholarship.

Stop Outs. A student is considered a “stop out” if he or she permanently ceases to enroll at any participating institution, for any reason other than graduation. At the moment, “permanently” must be taken only tentatively. Ultimately, stop outs will occur when students do not re-enroll during the 8-year eligibility span of the scholarship. At the point in time when this report was written, stop outs could only be examined within the three-year existence of the scholarship, from Fall 2000 to Spring 2002. In addition, stop-outs include students who did not enroll because they were ineligible due to GPA. However, there are some students in the stop out category who are there for reasons other than insufficient GPA. We therefore separate and report stop outs in two separate categories: (1) stop out due to loss of eligibility; and (2) stop out NOT due to ineligibility. To complicate matters even further, these stop out rates may also represent an overstatement because a certain proportion of these stop outs will eventually regain eligibility and re-enroll. The actual rate of overstatement of stop outs can only be determined with the passage of time.

Among students who stopped out while ineligible, 27% (288 students) were ineligible solely due to ending the term enrolled in too few credits; 12.4% (132 students) were ineligible solely due to insufficient GPA; and 0.2% (2 students) were ineligible for not maintaining progress

Table 9: Retention rates by college cohort, by semester					
	First term				
			Summer		
	Fall 2000	Spring 2001	2001	Fall 2001	Total
First semester	4245 (100%)	409 (100%)	212 (100%)	4702 (100%)	100%
Second semester	3689 (87%)	278 (68%)	208 (98%)	4144 (88%)	87%
Third semester	3466 (82%)	234 (57%)	199 (94%)		81%
Fourth Semester	3244 (76%)				76%

Table 10: Continuous enrollment, by cohort, by semester¹⁵					
	First term				
			Summer		
	Fall 2000	Spring 2001	2001	Fall 2001	Total
First semester	4245 (100%)	409 (100%)	212 (100%)	4702 (100%)	100%
Second semester	3689 (87%)	278 (68%)	208 (98%)	4144 (88%)	87%
Third semester	3272 (77%)	208 (51%)	198 (93%)		76%
Fourth Semester	2968 (70%)				70%

¹⁵ “Continuous” refers only to spring and fall enrollment.

towards their degree. Sixty percent (60.5%, 645 students) were ineligible for multiple reasons. As we will see later, among the general population of students who lose eligibility, these figures are not unusual. We also suspect – although we have not been able to examine the relevant data – that stop out rates for non-Millennium scholars at participating institutions would be similar, if not higher. However, this is clearly speculation on our part at this point.

Using the two sub-categories of stop out defined above, our reporting context is limited because it includes enrollment data only up to and including Spring 2002 semester – as compared to the standard college time frame required for graduation. However, in spite of all of the foregoing, we have found the following: (1) for the Fall 2000 cohort, there have been 996 stop-outs (an overall rate of 23% for the Fall 2000 cohort) — students whose last recorded semester was prior to Spring 2002 (the last term for which data are available); (2) Of these 996 stop-outs, over one-half (576 students) were Millennium-ineligible due to insufficient GPA, for not maintaining sufficient progress toward their degree, or for not being enrolled in the minimum number of credits required under the scholarship terms; (3) 420 individuals ended their last term still eligible for the Millennium Scholarship. Figures for the Spring 2001 cohort and the Fall 2001 cohort are similar, given the differences in time frame; they are not reported here because the time frame for the Fall 2001 cohort would be only a semester, and we do not want to appear to be understating stop out rates. By extrapolation, however, rates appear to be quite similar. It is important to note that the average eligibility rates for NON-stop outs is at least double the eligibility rates reported for stop outs – a fact that will be documented in later sections of this report.

Summer Term Enrollment. Although not required under scholarship terms, nearly one-fourth (22.8%) of students from the Fall 2000 and Spring 2001 cohorts enrolled in the Summer 2001 term. Of these, 87% were eligible at the start of that term, which is in line with the proportion of students who begin fall and spring terms eligible. One student graduated and thirty (3% of those enrolled) stopped out at the end of the Summer 2001 term.

Eligibility

To maintain eligibility, graduates must keep a 2.0 cumulative GPA, maintain progress towards their degree (as determined by their institution), and carry a full number of credits (6 at the Community College level, and 12 at all other eligible institutions) at each institution at which they have used the scholarship. A student who fails to meet any of these requirements becomes ineligible at all institutions. Students can become eligible again by enrolling at a participating institution at their own expense, earning a 2.0 GPA for the term, and carrying a full number of credits that term. Again, as is true with losing eligibility, once students become eligible, they are eligible to use funds at any participating institution. Finally, students cannot lose eligibility during a summer term; however, students can use the summer term to regain eligibility. Full rules for eligibility are listed in Appendix C.

In table 11a, we longitudinally examine only a single cohort of Millennium scholars: the first cohort of Millennium scholars who enrolled in Fall 2000. We describe their status in terms of the number of students from this single cohort who enroll and keep (or lose) their eligibility, beginning with their first term of enrollment, and longitudinally track their status term-by-term (enrollment and eligibility status) through five terms of possible enrollment, through to Spring 2002. We use a broader perspective in table 11b by including comparisons among all Millennium cohorts (table 11b) over the same terms covered in table 11a.

In table 11a, the number of students from the Fall 2000 cohort who enroll each term is displayed. We further list, for each term, the number and percent of students from the Fall 2000 cohort who are eligible at the start of each term, as well as the number of these students who are eligible at the end of each respective term. For example, in Fall 2000, the cohort begins with 100% of students eligible (since, for our purposes, we define each student's start date as the term in which they first began to use the scholarship, and since they cannot lose the scholarship before they begin to use it, all students are eligible at the start of their first term). At the end of the Fall 2000 term, 79% of these students are still eligible. Put another

Table 11a: The Fall 2000 Millennium Scholarship Cohort

Total number in cohort: 4245			
		Number of Students	Percent of Students Enrolled
First term: Fall 2000	Total enrolled	4245	100
	Eligible at start	4245	100
	Eligible at end	3354	79
Second term: Spring 2001	Total enrolled	3689	100
	Eligible at start	3172	86
	Eligible at end	3062	83
Third term: Summer 2001	Total enrolled	1059	100
	Eligible at start	917	87
	Eligible at end	949	90
Fourth term: Fall 2001	Total enrolled	3466	100
	Eligible at start	2911	84
	Eligible at end	2807	81
Fifth term: Spring 2002	Total enrolled	3244	100
	Eligible at start	2725	84
	Eligible at end	2660	82

way, 21% of students from the Fall 2000 cohort lost their scholarship eligibility, due either to insufficient GPA, not maintaining an adequate course load, or not maintaining progress towards their degree. One cannot accurately conclude, however, that this means

that these students will never regain eligibility.

At the start of the next term, Spring 2001, fewer students are enrolled (3,689) than were enrolled at the beginning of Fall term 2000 (4,245). It appears that students who are ineligible at the end of a term are more likely to stop out temporarily or permanently than are students who are still eligible at the end of that term. Thus, of all students who re-enroll in Spring 2001 (3,689), a relatively large proportion of these (3,172 out of 3,689 or 86%) are eligible at the start of this term, as compared to the previous term (Fall 2000) in which 3,354 out of the 4,245 enrolled (or 79%) were eligible at the end of the Fall 2000 term. The higher percentage of students who are eligible at the end of the second term than at the end of the first term is probably due to those students who lost eligibility in the first term being more likely not to return immediately (or at all) than students who had not lost eligibility. At the end of the Spring 2001 term, the number of students who are eligible has decreased to 3,062 students, meaning that 83% of the students from the Fall 2000 cohort who enrolled in the Spring 2001 term were still eligible at the end of the term.

What is not shown in Table 11a is that the loss of eligibility over the course of a term is not the result of a simple, but gradual, attrition. Instead, what we have found is that there is an ebb and flow between students who are eligible at the start of a term and those who are eligible at that term's end. Approximately 80% of the students who begin a term eligible will end it still eligible. Nearly offsetting this, about half of the students who begin a term ineligible will end it having regained their eligibility.

The one exception to the previously described patterns is the Summer 2001 term (or for any future summer term), because students cannot lose eligibility while taking summer classes but they can regain eligibility. Thus, the Summer 2001 term is the only term that shows an increase in eligibility rates from the beginning to the end of the term.

Looking at the eligibility data from a slightly different perspective, in table 11b the percentage of students in each of the five cohorts eligible at the start and end of each term is shown. To derive the percentage eligible at the end of each term (from initial term through all subsequent terms), the raw number eligible at the end of each term is simply divided by the total number enrolled at the beginning of each respective term. For example, a total of 3,689 students were enrolled at the beginning of the first cohort's (Fall 2000) second term of enrollment (that is, Spring 2001). To calculate the percentage still eligible at the end of the Fall 2000 cohort's second term of enrollment, a simple count of the number of students eligible at

Table 11b: Percentage Eligible at the Start and End of Each Term Across Cohorts.												
	Fall 2000 Cohort		Spring 2001 Cohort		Summer 2001 Cohort		Fall 2001 Cohort		Spring 2002 Cohort		All Cohorts	
Term	Start	End	Start	End	Start	End	Start	End	Start	End	Start	End ¹⁶
1st term	100	79	100	72	100	100	100	79	100	72	100	78
2nd term	86	83	78	87	100	87	85	82			86	83
3rd term	87	90	84	69	87	86					85	76 ¹⁷
4th term	84	81	79	79							84	81
5th term	84	82									84	82

Bold borders indicate a summer term, when students are unable to lose eligibility.

¹⁶ All cohorts Start and End eligibility does not include the Summer 2001 term.

¹⁷ The third term overall does not include the large Fall 2000 cohort, which had Summer 2001 as its third term, or the large Fall 2001 cohort, which does not yet have certified data for its third term.

the end of the second term (3,062) is divided by the total number of students enrolled at the beginning of the term (3,689), which yields a figure of 83% for end-of-term eligibility. By moving across the rows in table 11b, each cohort's first term can be compared to the other cohort's first term; by moving down each individual column instead, each cohort's first term can be compared to its own second term, and so on. Summer terms are enclosed in a heavier border, and are not included in the total for all cohorts in the last two columns of the table 11b since eligibility cannot be lost during summer terms according to the scholarship's rules.

With the exception of the first term and the summer terms, approximately 85% of students who enroll each term are eligible at the start of that term; by the end, that proportion decreases by about 2%. Except for the Summer 2001 cohort and potentially the Spring 2002 cohort (for which only first term data is available), each individual cohort experiences its most pronounced loss of eligibility during its first term: 21% to 28% of students have lost eligibility by the end of this term. It is important to note (as is described below), that the most common reason for losing eligibility is enrolling in an insufficient number of credits. Thus it may well be that these rates are lower for the remaining Millennium scholars (those who did lose eligibility due to GPA) than first semester drop out rates or rates for less than 2.0 GPA for other relevant groups of students. In future research, with more time to gather external data, we will attempt to make direct comparisons of rates of first term loss of Millennium Scholarship eligibility with other types of first term losses (such as rates of drop outs and less than 2.0 GPA. in out-of-state students (who have never attended high school or junior high school in Nevada) but who are currently attending a UCCSN institution and who otherwise would have met Millennium Scholarship standards were it not for they and their parents' residency in a state other than Nevada.

Considering all Millennium scholars through the Spring 2002 term, slightly in excess of one-third (35.3%) of students who have used the scholarship have lost their eligibility at least once. This does not mean, however, that they have not regained eligibility at some point

during this period, or that they have “stopped out” and may re-enroll and regain eligibility. Of the three factors that must be maintained for eligibility—GPA, number of credits, and maintaining progress towards degree—the most common reason for losing eligibility is enrolling in an insufficient number of credits. In reporting the percentages for eligibility loss, if a student lost eligibility in a given term due to an insufficient number of credits and an insufficient GPA, he/she was counted in both categories; therefore, percentages being reported will exceed one hundred percent. Of the students who lost eligibility in the semesters shown in Table 11a and 11b, a very high percentage — 84% — lost eligibility because they enrolled in an insufficient number of credits! The next most frequent reason for eligibility loss is GPA: 57% of those who lost eligibility in any of the referenced terms did so based on insufficient GPA. Finally, failing to maintain progress towards degree was involved in 2% of the terms in which students lost eligibility, from Fall 2000 to Spring 2002. As previously mentioned, a student may lose eligibility for multiple factors, so there is a great deal of overlap between categories (reasons) for eligibility loss. In fact, 41% of those who lost eligibility in the terms being referenced represented deficiencies in more than one category. Whether these multiple deficiencies are due to students dropping courses in an attempt to salvage their GPA or to some other factor is not determinable without examining individual student records.

Table 12: Percentage of students who have been continuously eligible and enrolled at the end of each term.						
Term	Fall 2000 Cohort	Spring 2001 Cohort	Summer 2001 Cohort	Fall 2001 Cohort	Spring 2002 Cohort	All Cohorts
1	79	72	85	79	72	79
2	66	42	74	66		66
3	55	34				53
4	48					46

Graduation

It is, of course, premature to consider the graduation rates of Millennium Scholars. However, we must note that there have been 57 scholars who had earned degrees by the close of the Spring 2002 semester. Though we do not yet have degree information (beyond year earned), it does appear that most of the degrees earned have been Associate degrees, rather than Bachelor's degrees.

Readers should take note of the fact that the figures in Table 13 do not differentiate between those who have received Associate as opposed to Bachelor's Degrees, and may or may not include those who have received certificates of various types, depending on how individual institutions aggregated this data. In future reports it may be possible to resolve this issue by asking individual institutions to include or exclude certificate recipients. The data that is reported here had already been collected and reported by the individual institutions according to their own "tradition." The issue of certificates is important, however, because the language authorizing the Millennium Scholarship also specifies pursuit of certificates as a legitimate use of Millennium Scholarship funds. In subsequent reports we will attempt to identify specific numbers for certificate completion as well as for type of degree (Associate and Bachelor's), and this will probably require a request for standardization of data reporting by individual institutions, or at the very minimum, access to their data dictionary or in-house codebook. The data in Table 13, we repeat, represents graduation at the Associate's and Bachelor's level and only through Spring semester of 2002, and may (or may not) include what is presumed to be a small number of certificate recipients.

Table 13: Graduation Totals By Year For Each Participating Institution				
Institution	Year of Earned Degree			Total
	2000	2001	2002	
<i>UNR</i>	0	0	1	1
<i>Western Nevada Community College</i>	0	1	9	10
<i>Great Basin College</i>	0	4	9	13
<i>Truckee Meadows Community College</i>	0	1	4	5
<i>Community College of Southern Nevada</i>	1	4	23	28
<i>Total</i>	1	10	46	57

Directions for Future Research

Our two most immediate recommendations for future research are as follows: 1) build into the standard data-sharing agreement an information flow that will insure that the study has in hand sufficient data to answer high priority questions; 2) develop and acquire data on appropriate comparison groups.

- Most prominent is the need for Nevada Proficiency Exam Scores, and tentative arrangements have been made in this regard. The Center and the State Treasurer's Office have coordinated with the Department of Education (DOE) to begin yearly transfers of Proficiency Exam Scores in 2003. This late start is due to the difficulty of accessing prior year Proficiency Exam Scores for the group of Millennium Scholars from within the stored data for the larger group of high school graduates. DOE will send to the State Treasurer's Office all Proficiency Exam Scores for each eligible student and these data will then be forwarded to the Center. This will allow us to track not just the exam scores, but also the number of times each student takes the exam. (As previously mentioned, the security of all data are guaranteed by the Center and will be reported only at group level to protect the anonymity and confidentiality of all student data).
- The second major goal will be the acquisition of national exam scores, primarily the SAT and ACT. The Center, State Treasurer's Office, UCCSN and DOE are, again, working jointly to secure access to this data.
- In response to inquiries from policy makers, the Center eventually hopes to expand the range of information that is currently available on high school and college performance by, for example, including the type of coursework taken in high school (especially with respect to advanced placement and honors courses) as well as the number of remedial courses taken in college. In the case of advanced placement courses, it is of interest to see whether or not Scholars take more advanced placement/honors coursework, or whether the minimum 3.0 GPA for eligibility appears to be a deterrent to taking those courses. Remedial courses can provide us with another gauge of how well prepared Millennium Scholars are when they arrive at college, al-

though information as to whether any remedial course is being taken as a “brush up” or “refresher” course would be even more illuminating.

- The Center also hopes to include information on students who are Millennium-eligible who chose not to attend a participating institution and instead enroll in an out-of-state college. These data, which are available through the National Student Data Clearinghouse, may become available through UCCSN. These data would enhance the research by providing information not only on students who attend out-of-state but also (and most importantly) on students who transfer to, or from, out-of-state educational institutions.
- In the upcoming term, the Center also hopes to add an “exit interview,” a companion to the survey of eligible students and their parents at the beginning of their eligibility. This exit interview survey, which could occur close to, or immediately following, college graduation, could include a student’s perception of the scholarship, their performance in college, and their future plans, including intent, or lack thereof, to remain in Nevada as part of its workforce. It could also include a sample of students who were eligible for, but did not use, the scholarship. The Center also plans to refine and expand the survey of eligible high school graduates.
- If sufficient funds are available, it would also be of interest to focus an added survey more directly and fully on students who are eligible to use the scholarship but do not. These students represent both ends of the spectrum: high-achieving students who choose to go out-of-state and students who are less able to afford college.

There are at least two primary comparisons that we want to be able to make in future reports, as follows:

- Nevada high school students: By examining data for the high school classes of 1995 through 1999, we hope to determine whether or not the Scholarship is associated with any increase in scores on high school proficiency exams, GPAs, and national exams like the SAT and ACT. To the extent that the educational environment for the period 1995 through 1999 is similar to that from 2000 to the present, the compari-

son would be legitimate; if major changes – either in student body composition, curriculum, and other factors – have occurred, the comparisons become less relevant.

- College performance: There are three potential comparison groups that we hope to investigate and analyze for college performance. The first is Nevada students, graduating from high school in 1995-1999, who attended participating institutions, and roughly met Millennium Scholarship requirements – an imperfect comparison because they represent possibly different educational environments than those beginning with 2000. The second possible comparison group is students attending participating institutions contemporaneously with Millennium Scholars, who are coming to Nevada from out-of-state, and who, roughly, met the GPA and other Scholarship requirements. Third, we could potentially compare Millennium-caliber students from outside of Nevada, attending comparable non-Nevada institution — though this has substantial difficulties involved in obtaining the needed data.

APPENDICES

Appendix A: Demographics of the Millennium Scholars

Appendix B: Survey Packets

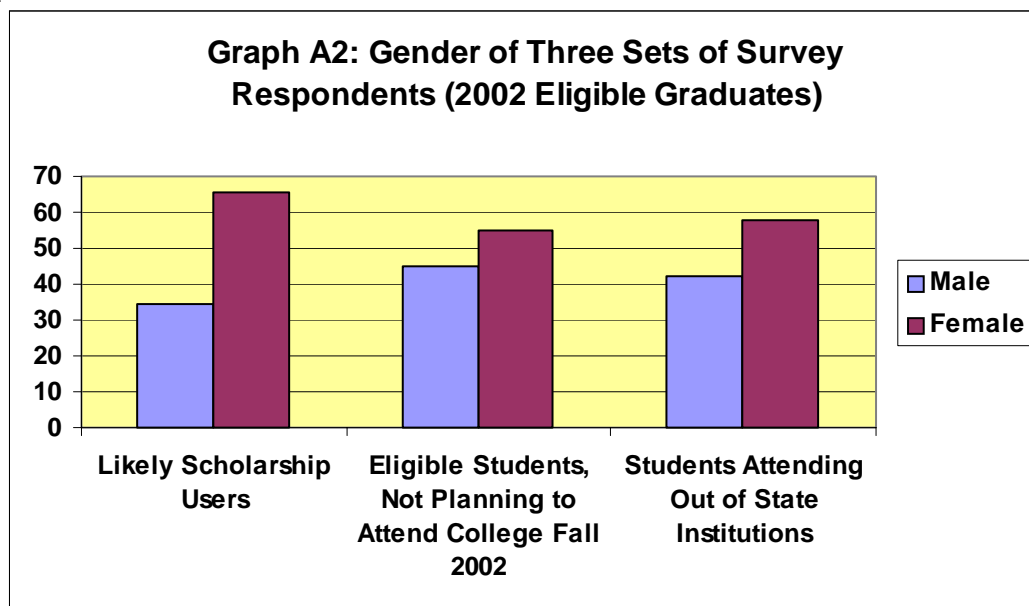
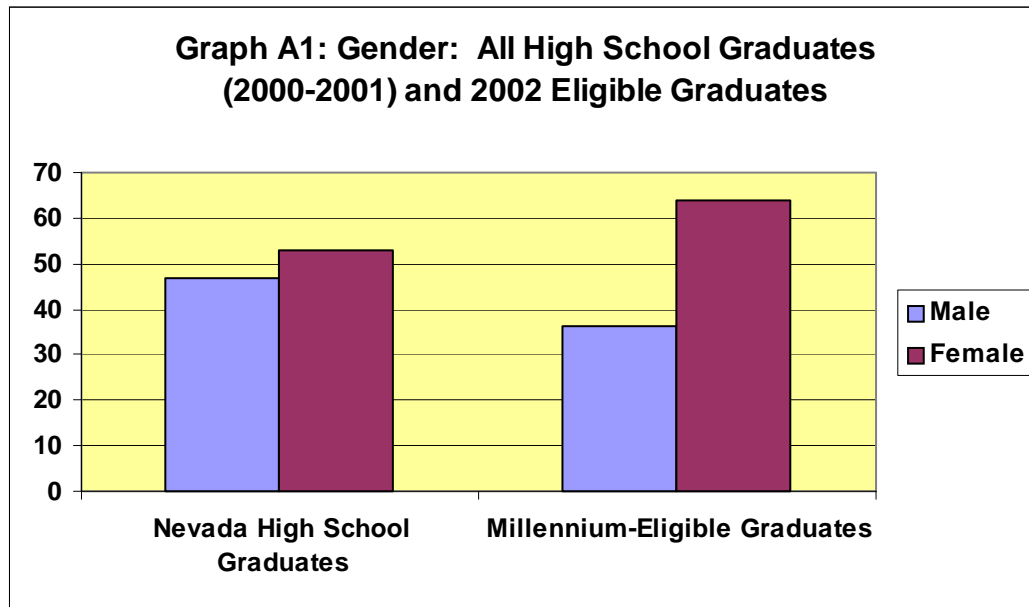
Appendix C: Millennium Scholarship Policies of the Board of Regents

Appendix A: Demographics of the Millennium Scholars.

The appropriate context in which to consider a group picture of what Nevada's Millennium-Eligible Scholars "look like," is only in comparison to students graduating from Nevada high schools, especially during the first years of the scholarship program's operation. The rationale for this is that high school graduation is one important criterion for eligibility for the Millennium Scholarship in the first place. Nevada high school graduates, as a group, have different demographics than is the case when all Nevadans, irrespective of age and education, are considered as a whole. And, because Nevada has continued for many years to lead the nation in the rate of population increase, it is even important to take into consideration the years of high school graduation being used as the baseline for comparison. Because the Millennium Scholarship Program has been in existence only since 2000, it is clear that the demographics of graduating seniors from 2000 and 2001 are the most appropriate baselines for comparison.¹⁸

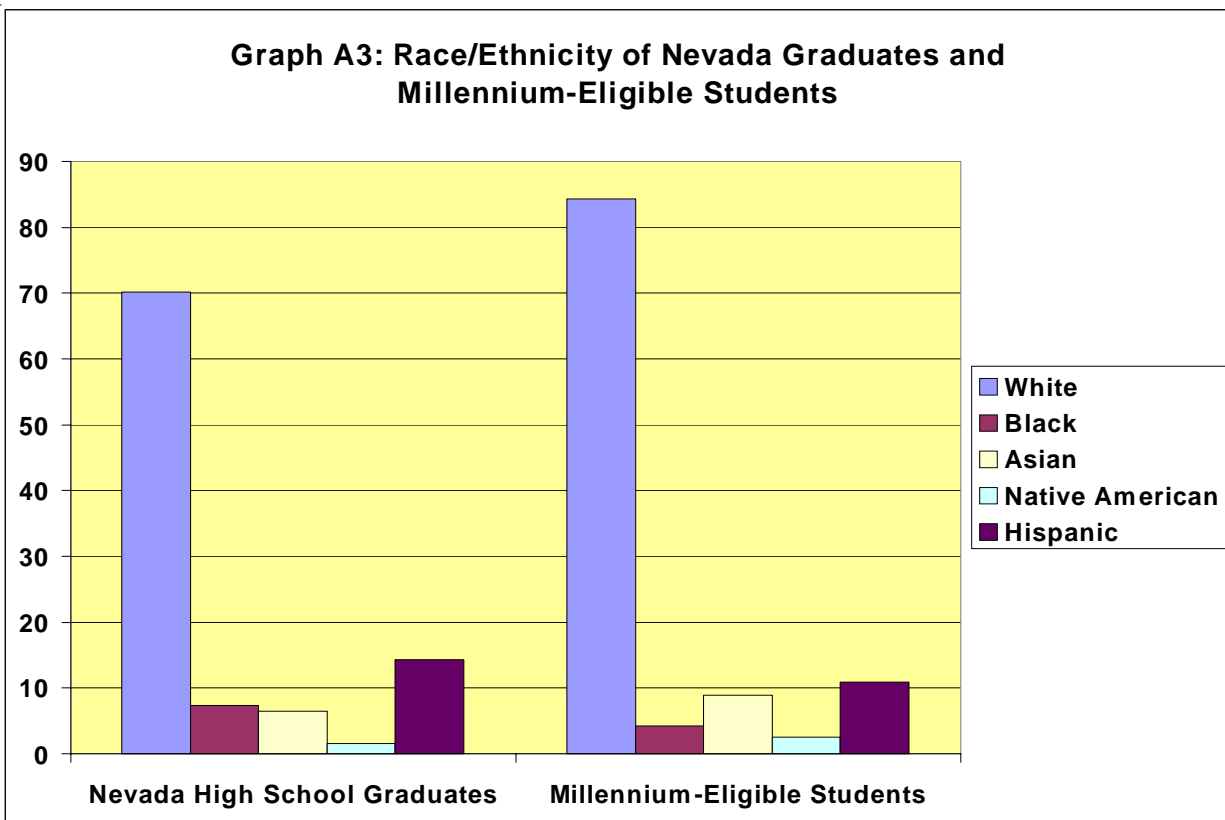
High School Graduates. Slightly more females than males graduated from Nevada high schools (as the two bars on the far left of the Graph A1 on page 42 indicate). Upon graduation, fewer males than females are eligible for the Millennium Scholarship. Data from the Center's survey of eligible students who graduated in 2002 and responded to the survey show that eligible females expressed an intent to use their Millennium Scholarship at a higher rate than do males (Graph A2, page 42). However, Millennium-eligible graduates not planning to attend college in Fall 2002 and graduates not attending eligible institutions were closer to the statewide proportion of males and females who graduated from a Nevada high school during 2000 and 2001 (combined). (See Graph A2)

¹⁸ Demographic data for students who graduated from a Nevada high school in 2002 are not yet available to the Center.



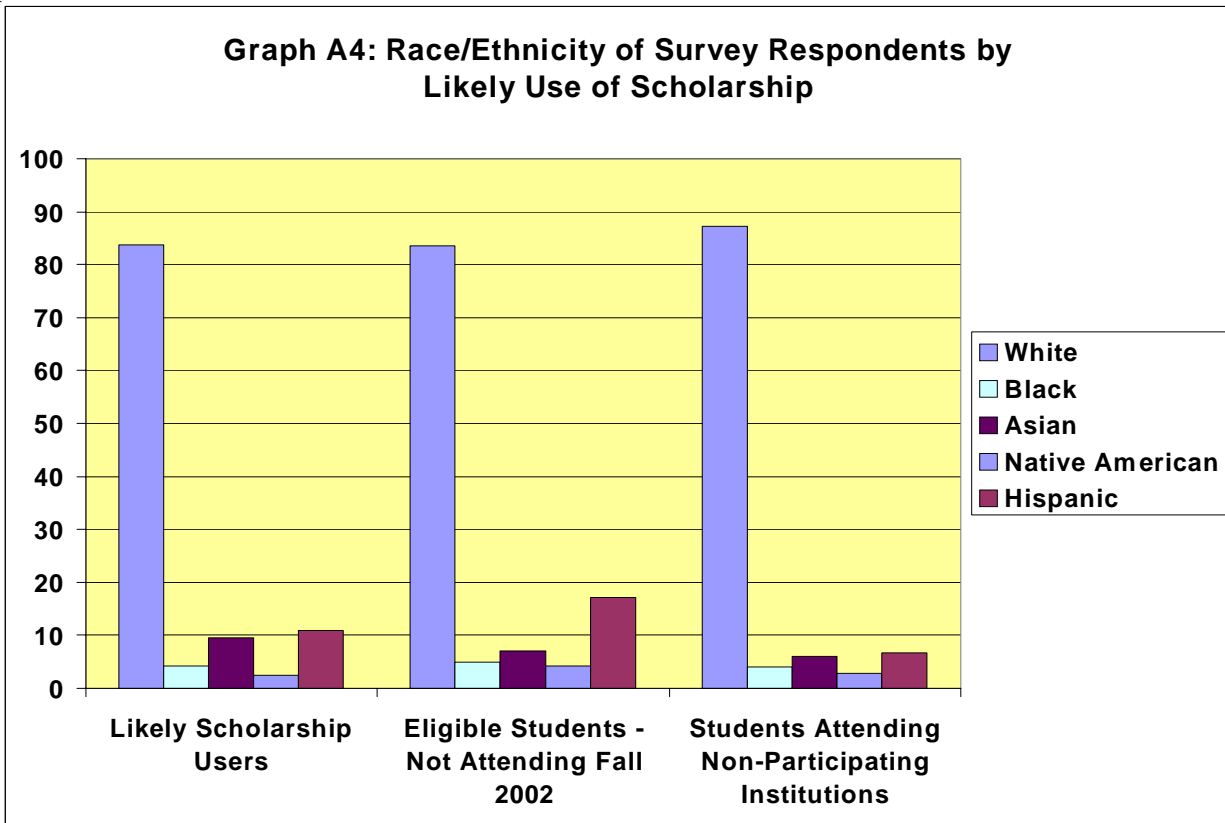
Sources: Data on Nevada High School Graduates are from DOE reports. Data on 2002 eligible graduates are from The Center for Applied Research's Millennium Scholarship student survey. Data on parents of high school-aged children in Nevada were extracted from the March 2002 Current Population Survey (households with children aged 14-18 are considered). Data on the parents of Millennium-eligible students come from the Center for Applied Research's survey of parents of Millennium-eligible scholars.

Race and Ethnicity of High School Graduates. As Graph A3 shows, 70% of all Nevada high school graduates are White, with each remaining group representing less than 10% of all high school graduates, with the exception of Hispanics at 14.3%. The Hispanic category actually measures ethnicity as opposed to race, according to the U.S. Census Bureau, and thus encompasses all racial groups. (For example, one can be White and Hispanic, or Black and Hispanic, etc.).



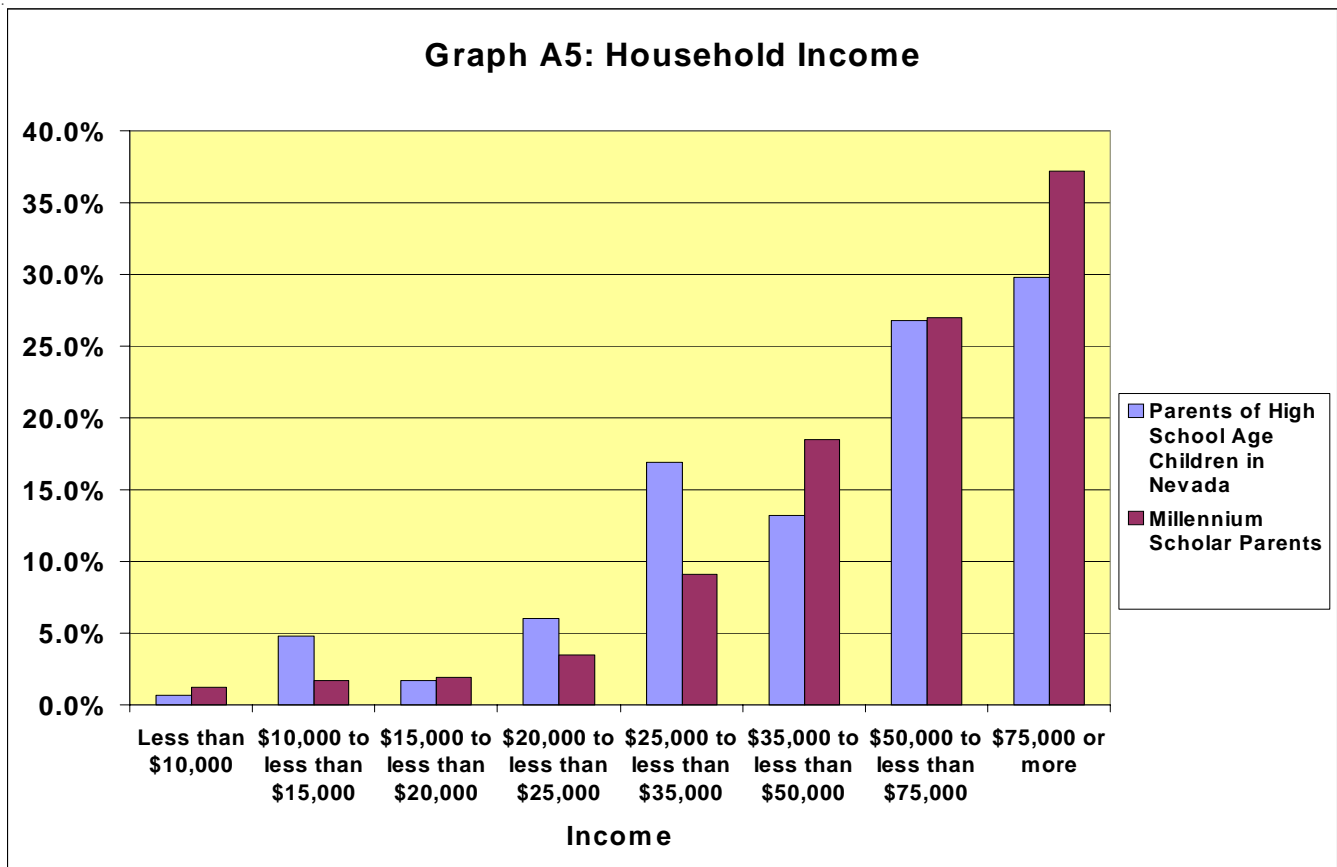
White, Asian, and Native American high school graduates, as groups, all qualify for eligibility for the Millennium Scholarship at slightly higher rates than their respective rates of high school graduation during 2000 and 2001 (combined), with this difference being highest for Whites. Graph A3 compares Nevada high school graduation rates with Millennium-eligibility rates; Graph A4 (page 44) represents a three-way comparison between students who reported (via the Center's survey of Millennium-eligible scholars who graduated sometime in

2002) that they planned: 1) to attend an eligible institution; (2) not to attend college in the fall (anywhere); and (3) to attend non-participating (largely out-of-state) schools.

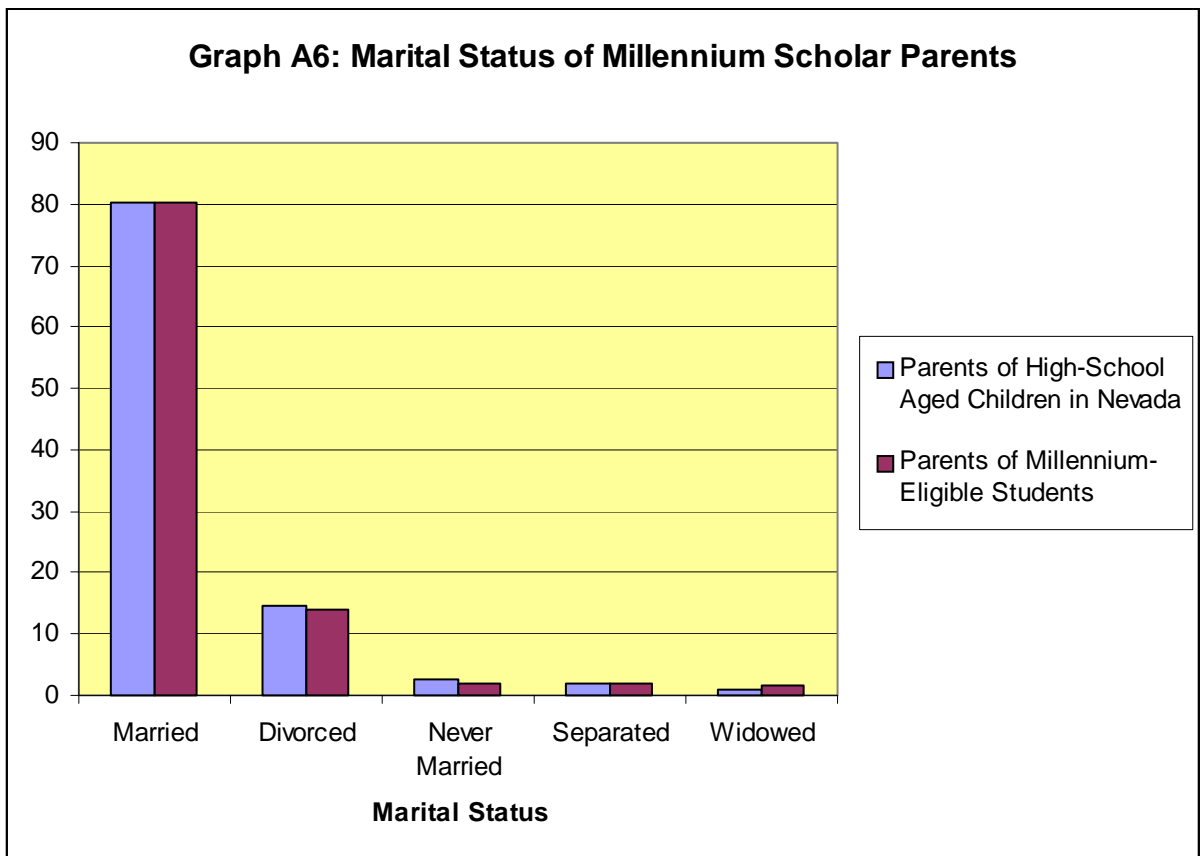


Note on race/ethnicity: Survey data reports race/ethnicity in terms of “number of students marking that option on the survey.” Therefore, respondents marking multiple races are counted multiple times.

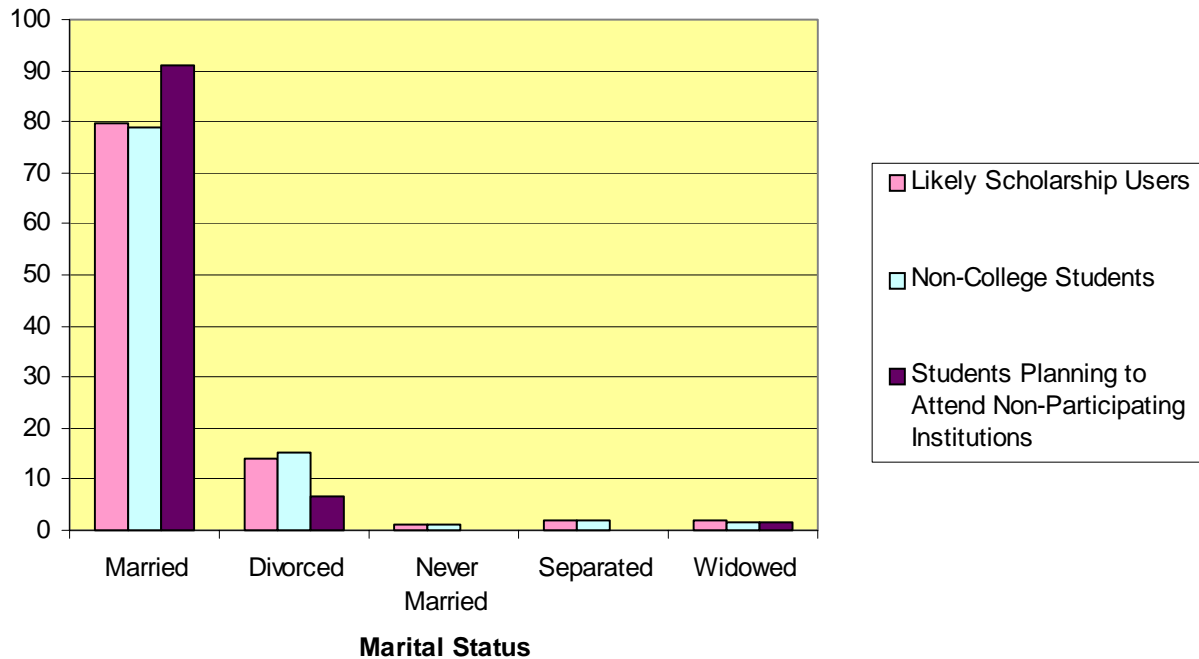
Household Income. Millennium Scholars also come from wealthier households than is typical of Nevada households generally, although the distribution is not out of line with Nevada households with high-school aged children, which is the appropriate comparison. This is not a surprising outcome since the correlation between socioeconomic status and educational achievement is a well established fact.



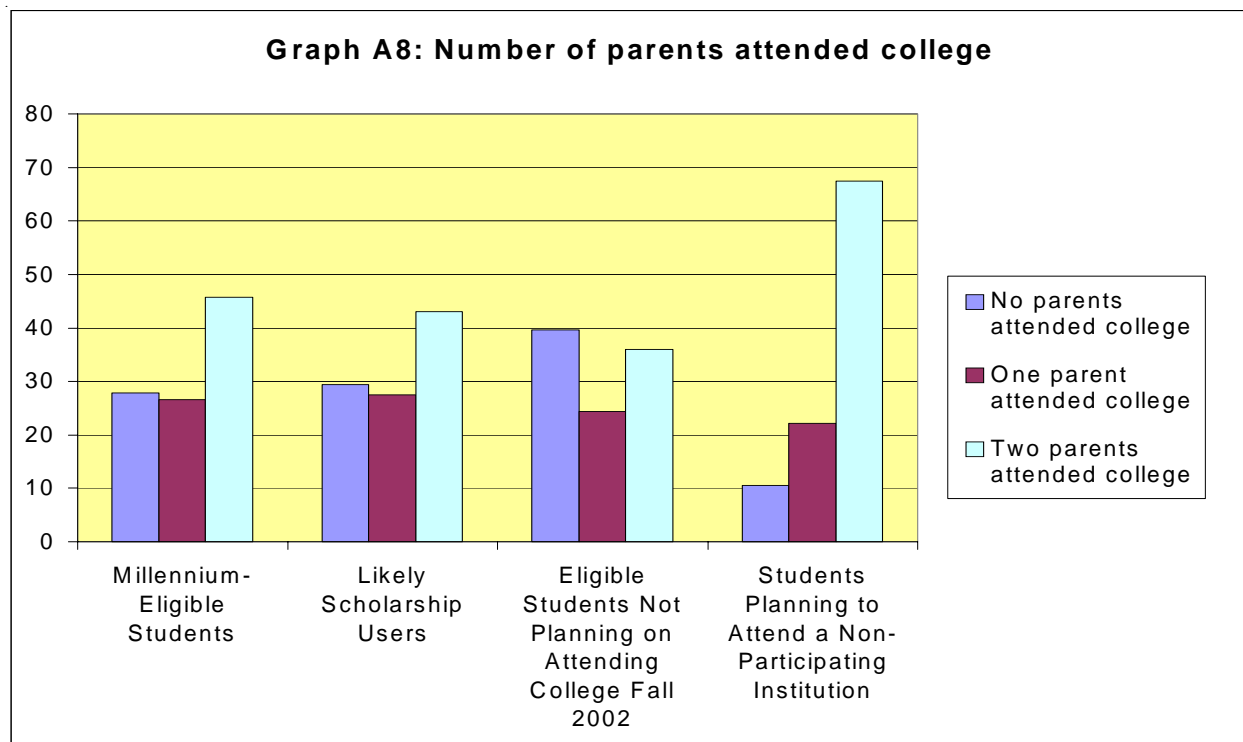
Marital Status. The marital status of parents of scholars is in line with that of Nevada households with high-school aged children (Graph A6). However, when students are grouped according to their plans for Fall 2002 term (attend a participating institution, attend a non-participating institution, or not attend college at all), students who plan to attend a non-participating institution are more likely to have married parents – and thus presumably (if both parents work) more disposable income available for college attendance – and less likely to have divorced parents than either of the other two groups (Graph A7).



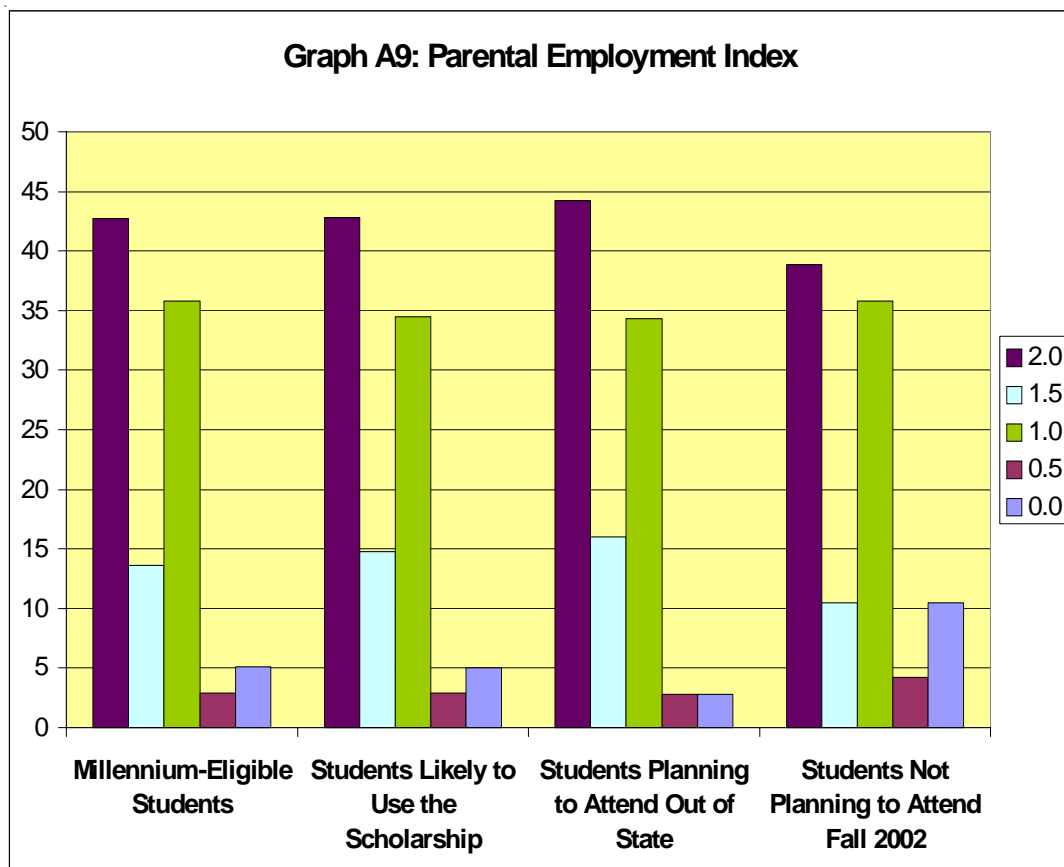
Graph A7: Marital Status of Parents of Millennium-Eligible Students, by College Plans



Educational Status of Parents of Millennium-Eligible Scholars. Twenty-eight percent of students had neither parent attend college. More than one-quarter (27%) of eligible students had one parent who had attended college and forty-six percent (46%) came from families in which both parents had attended college. Students who expected to use the scholarship are slightly more likely to have had parents who attended college – a not surprising outcome that is mirrored in other states as well. Students planning to attend non-eligible institutions are more likely to have had both parents who had attended college, and students not planning to attend college in the fall are more likely to have had neither parent attend college (Graph A8).



Parental Employment. The parent survey included items on parental employment. Each parent was asked if he or she was employed full-time, part-time or not at all. From this, an index of parental employment was created, with each parent contributing 0.5 for part-time employment and 1.0 for full-time employment. Thus, an unemployed one-parent household or a two-parent household, with both parents unemployed, would have an employment index of 0 (the minimum possible). A two-parent household with both parents working full-time would have an employment index of 2.0 (the maximum score). Overall, the parental employment index distribution for eligible, using, out-of-state, and non-college students is in Graph A9. It is important to note that nearly four in five (78.6%) of one-parent households had a score of 1.0, and slightly over half (52.6%) of two-parent households had a score of 2.0.



***Appendix B: 2002 Survey of Millennium-Eligible Students and
Their Parents***

August 5, 2002

Parent of «FirstName» «MiddleName» «LastName»
«Address»
«City», «State» «Zip»

Dear Nevada Parent,

Congratulations on your child being a Millennium Scholar! Staying in school, studying hard and achieving good grades involves the entire family and you should be proud of the role you played in your child's academic achievement.

The Millennium Scholarship was created by Governor Kenny Guinn to help make college affordable for all of Nevada's students. The program has been a great success in helping Nevada's best and brightest students with the costs of attending college. Since its inception, more than 10,000 students have used the scholarship to attend college in Nevada. It's important to this program's continued success, however, to better understand your situation and some of the reasons why your child has achieved this goal.

The State Treasurer's office, which administers the Millennium Scholarship Program, is working with the Senator Alan Bible Center for Applied Research to develop an understanding of the students and families who are part of the Millennium Scholarship Program. You have my assurance that **only** the Center for Applied Research will receive your forms or have access to individual replies. After the replies are received, only group statistics will be included in a report to the Nevada Legislature. Your child's scholarship eligibility will in no way what so ever be affected by any of your answers.

I hope that you will take the time to respond to this survey. Again, congratulations on your child's success!

Best wishes,



Brian K. Krolicki
State Treasurer

2-«CaseID»-«MSID»

To the Parent of «FirstName» «LastName»:

Congratulations on your child's impressive academic achievement. We appreciate the contribution that you have made as a parent in helping your child to become a Millennium-eligible scholar! Please help us paint an accurate, up-to-date **group** picture of what the families of Millennium-eligible scholars "look like." We want to be able to present a human picture of the families whom these scholarship dollars will help – to put a human face, so to speak, on the Millennium Scholarship Program.

WIN A SPRINT CORDLESS, CALLER-ID PHONE

By participating in this important study, you will automatically be entered into a drawing for a Sprint cordless, caller-ID phone.

In return for your help, we **guarantee** that no individual names will be reported with any information provided. The answers you provide will be confidential, and that this information will NOT be shared, sold, or used for any purpose except as it relates to the evaluation of the Millennium Scholarship Program. Individual family information will NOT be shared with the any state agency, and will NOT affect your child's scholarship eligibility. We have provided a postage paid envelope for your convenience. Thank you for your assistance!

If you have any questions about this survey, do not hesitate to call Dr. Judy Calder, at (775) 784-6718.

Sincerely,



Judy Conger Calder, Ed.D.
Director, Senator Alan Bible Center for Applied Research
Associate Professor, Human Development and Family Studies

P.S. If you would like, you can also fill out the survey on the web. Just go to <http://study.unr.edu> and follow the instructions there. We guarantee that your answers will have the same level of confidentiality as the mail-in survey.

2-«CaseID»-«MSID»



Survey for Parents of Students Eligible for 2002 Millennium Scholarship

Q1. Before your child received the award packet, were you aware of the Millennium Scholarship?

- ☐ YES **GOTO Q1a**
- ☐ NO **GOTO Q3**

Q1a. How familiar were you with the Millennium Scholarship before receiving the award packet?

- ☐ I was very familiar with the scholarship
- ☐ I was somewhat familiar with the scholarship
- ☐ I was not very familiar with the scholarship

Q1b. Did you talk to your child/children about the scholarship?

- ☐ YES **GOTO Q2**
- ☐ NO **GOTO Q3**

Q2. Did you use the scholarship to encourage your child/children to do well in school?

- ☐ YES **GOTO Q3**
- ☐ NO **GOTO Q2a**

Q2a. Which of the following best describes why you did NOT use the scholarship to encourage your child/children to do well in school?

- ☐ It is my child's decision about how well he/she wants to do at school.
- ☐ My child was already as well motivated as he/she could be.
- ☐ Other reason: _____

Q3. Please tell us a little bit about your ability to support your child who is eligible for the Millennium Scholarship, if he or she chooses to attend college:

- ☐ I can afford to pay for my child's college without any assistance.
- ☐ I can afford to pay for my child's college with **some** assistance.
- ☐ I am not able to pay for any part of my child's college expenses.

Q4. Does the Millennium Scholarship increase your child's choice of colleges to attend in Nevada?

- ☐ YES
- ☐ NO

Q5. Without this scholarship would your child have attended a college out-of-state?

- ☐ YES
- ☐ NO

Please turn the page over and **GOTO Q6**

Survey for Parents of Students Eligible for 2002 Millennium Scholarship (continued)

Please remember that the information you provide will only be reported at the group level, and will not be attached to any person's name.

Q6. I am:

- ☐ Never married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed
- ☐ Married
- ☐ A member of an unmarried couple

Q7. I am:

- ☐ Employed full-time
- ☐ Employed part-time
- ☐ Not employed (includes retired, student, and homemaker)

If **married** or a **member of an unmarried couple**:

Q7a. My spouse/partner is:

- ☐ Employed full-time
- ☐ Employed part-time
- ☐ Not employed (includes retired, student, and homemaker)

Q8. I am ____ years of age.

	0	1	2	3	4	5	6	7+
Q9. Including yourself, how many people live in your household:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10. Of these, how many are under 18:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. What is the race or ethnicity of the members of your household?

Please mark **all** that apply:

- ☐ White/ Caucasian
- ☐ Black/African American
- ☐ Asian, Pacific Islander
- ☐ American Indian, Alaska Native
- ☐ Hispanic, Latino
- ☐ Other _____

Q12. What is your annual household income from **all** sources:

- | | |
|--|--|
| <input type="radio"/> Less than \$10,000 | <input type="radio"/> \$25,000 to less than \$35,000 |
| <input type="radio"/> \$10,000 to less than \$15,000 | <input type="radio"/> \$35,000 to less than \$50,000 |
| <input type="radio"/> \$15,000 to less than \$20,000 | <input type="radio"/> \$50,000 to less than \$75,000 |
| <input type="radio"/> \$20,000 to less than \$25,000 | <input type="radio"/> More than \$75,000 |

Q13. Do you have any comments or suggestions you would like to share with us about the Millennium Scholarship program? _____

August 1, 2002

<First> <Last>
<Address1>
<Address2>
<City> <State> <Zip>

Dear Millennium-Eligible Scholar,

Congratulations on being a Millennium Scholar!

The Millennium Scholarship was created by Governor Kenny Guinn to help make college affordable for all of Nevada's students. The program has been a great success in helping Nevada's best and brightest students with the costs of attending college. Since its inception, more than 10,000 students have used the scholarship to attend college in Nevada. It's important to this program's continued success, however, to better understand your situation and some of the reasons why you have achieved this goal.

The State Treasurer's office, which administers the Millennium Scholarship Program, is working with the Senator Alan Bible Center for Applied Research to develop an understanding of the students and families who are part of the Millennium Scholarship Program. You have my assurance that **only** the Center for Applied Research will receive your forms or have access to individual replies. After the replies are received, only group statistics will be included in a report to the Nevada Legislature. Your scholarship eligibility will in no way whatsoever be affected by any of your answers.

I hope that you will take the time to respond to this survey. Again, congratulations on your tremendous success and best of luck in your future.

Best wishes,



Brian K. Krolicki
State Treasurer

Dear «FirstName» «LastName»:

Congratulations on your achievement! You have joined the ranks of an elite group of scholars in Nevada. We know that now may be a busy time; however, we would like to ask for your help with this important research. By answering the few questions in the enclosed survey, you can help us put a more human face on what Millennium-eligible scholars “look like” as a group. We want to be able to present a human picture of the students whom these scholarship dollars will help – to put a human face, so to speak, on the Millennium Scholarship Program.

WIN A SPRINT LONG DISTANCE PHONE CARD & OTHER PRIZES

By participating in this important study, you will be entered into a drawing for a wonderful Sprint gift basket, including long distance phone cards, worth approximately \$100.

We have provided a postage paid envelope for your convenience. We guarantee that no individual names will be reported with any answers and that all of these answers will remain completely confidential. We will only be presenting an overall **group** picture, with no names attached.

Thank you very much for your important assistance with this research. If you have any questions about this survey, do not hesitate to call Dr. Judy Calder, at (775) 784-6718.

Sincerely,



Judy Conger Calder, Ed.D.
Director, Senator Alan Bible Center for Applied Research
Associate Professor, Human Development and Family Studies

P.S. If you would like, you can also fill out the survey on the web. Just go to <http://study.unr.edu> and follow the instructions there. We guarantee that your answers will have the same level of confidentiality as the mail-in survey.

1-«CaseID»-«MSID»



Survey for Students Eligible for 2002 Millennium Scholarship

Q1. Do you plan on attending college this fall?

- ☐ YES **GOTO Q2**
☐ NO **GOTO Q7**

Q2. If yes, do you know which college you will be attending?

- ☐ YES **GOTO Q2a** ☐ NO **GOTO Q2b**

Q2a. If **yes**, please mark the **one** college that you will be attending. If you will be taking classes at more than one college, please mark the college from which you expect to obtain your degree.

- ☐ Community College of Southern Nevada
☐ Great Basin College
☐ Nevada State College at Henderson
☐ Sierra Nevada College
☐ Truckee Meadows Community College
☐ University of Nevada Reno
☐ University of Nevada Las Vegas
☐ Western Nevada Community College
☐ Other, In Nevada: _____
☐ Other, Not In Nevada: _____

Q2b. If **no**, please mark **all of the colleges** which you are considering attending:

- ☐ Community College of Southern Nevada
☐ Great Basin College
☐ Nevada State College at Henderson
☐ Sierra Nevada College
☐ Truckee Meadows Community College
☐ University of Nevada Reno
☐ University of Nevada Las Vegas
☐ Western Nevada Community College
☐ Other, In Nevada: _____
☐ Other, Not in Nevada: _____
☐ Other: _____

Q3. Would you be able to afford to attend college without this scholarship?

- ☐ YES ☐ NO

Q4. Has your eligibility for the Millennium Scholarship influenced which college(s) you will attend, or which colleges you are considering attending?

- ☐ YES ☐ NO

Q5. While you are attending college, do you also plan on working?

- ☐ YES ☐ NO

Q6. Without the Millennium Scholarship, would you be attending college out of state?

- ☐ YES ☐ NO

Please turn the page over and GOTO Q8

Q7. If you don't attend college, what will you do in the coming year? Will you:

- ☐ Work
☐ Join the military, or
☐ Do something else? Please Specify _____

Please turn the page over and GOTO Q8

Survey for Students Eligible for 2002 Millennium Scholarship

Q8. Before receiving the award packet notifying you of your eligibility, were you aware of the Millennium Scholarship?

- ☐ YES **GOTO Q9**
☐ NO **GOTO Q12**

Q9. When did you first become aware of the Millennium Scholarship?

As a: ☐ Sophomore ☐ Junior ☐ Senior ☐ Other _____

Q10. How did you hear about the Millennium Scholarship? _____

Q11. Did your knowledge of the Millennium Scholarship affect the effort you put into your school work?

- ☐ YES **GOTO Q11a**
☐ NO **GOTO Q12**

Q11a. Was your effort greatly increased, somewhat increased, somewhat decreased, or greatly decreased, because of your knowledge of the scholarship?

- ☐ Greatly increased
☐ Somewhat increased
☐ Somewhat decreased
☐ Greatly decreased

Please tell us a little bit about yourself and your family. We guarantee that all of the information you share with us will be kept confidential, and will not be seen except in group, or aggregate, form. That is, no one will see individual answers associated with your name.

Q12. I am ☐ Male ☐ Female

Q13. I am ____ years of age.

Q14. Do you have any brothers and sisters? ☐ YES ☐ NO

Q14a. If **yes**, how many of them now live with you:

- ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7+

Q15. Has anyone else in your family attended college? Please mark **all** that apply.

- ☐ Mother ☐ Father ☐ A grandparent ☐ Other
☐ A brother or sister ☐ No one else

Q16. What is your race or ethnicity. Please mark **all** that apply:

- ☐ White/Caucasian
☐ Black/African American
☐ Asian, Pacific Islander
☐ American Indian, Alaska Native
☐ Hispanic, Latino
☐ Other _____

Q17. Do you have any comments or suggestions you'd like to tell us about the Millennium Scholarship program? _____

APPENDIX C

**MILLENNIUM SCHOLARSHIP POLICIES
of the
BOARD OF REGENTS**

**UNIVERSITY
AND
COMMUNITY COLLEGE SYSTEM
OF NEVADA**

**MILLENNIUM SCHOLARSHIP POLICIES
of the
BOARD OF REGENTS**

**Revised
August 15, 2002**

SECTION 18 – MILLENNIUM SCHOLARSHIP POLICIES

18.0	Overview and Eligible Institutions	18.11	(section removed)
18.1	Eligibility Requirements for Nevada High School Graduates	18.12	Appeals of Initial Eligibility
18.2	Eligibility Requirements for Students who are not High School Graduates	18.13	Maintaining Scholarship Eligibility
18.3	Eligibility Requirements for an out-of-state High School Graduate whose Family or Legal Guardian is a Resident of Nevada	18.14	(section removed)
18.4	Certification of Eligibility by High Schools	18.15	Regaining Scholarship Eligibility
18.5	Enrollment Requirements for Receipt of a Scholarship	18.16	Transferring within eligible institutions
18.6	Lifetime Limits	18.17	(section removed)
18.7	(section removed)	18.18	Refunds
18.8	Summer School	18.19	Office of the State Treasurer
18.9	Enrollment at Multiple Institutions	18.20	Institutional Certification of Enrollment
18.10	Amount of the Scholarship	18.21	Limitations

- 18.0 The State of Nevada established the Millennium Scholarship in order to increase the number of Nevada students who perform well in high school and then enroll in, and graduate from an *eligible institution* of higher education in Nevada.

An eligible institution is an institution at which a qualified student may receive a Millennium Scholarship. Eligible institutions are:

- a. a university, state college or community college of the University and Community College System of Nevada (UCCSN); or
- b. any other nonsectarian institution of higher education in Nevada that
 1. was originally established in, and is organized under the laws of the state, and
 2. is exempt from taxation pursuant to 26 U.S.C. §501(c)(3), and
 3. is accredited by a regional accrediting agency recognized by the United States Department of Education.

To receive a Millennium Scholarship, a student must meet the requirements of this Millennium Scholarship policy and enroll in an eligible institution. The admission requirements of eligible institutions may be different from the requirements for the Millennium Scholarship. The receipt of a Millennium Scholarship does not guarantee admission to all eligible institutions, nor does it guarantee admission to all programs at eligible institutions. The UCCSN recommends that students who plan to attend the University of Nevada, Las Vegas, or the University of Nevada, Reno, seek an advanced high school diploma and check with the institution for information on admission requirements.

- 18.1 Eligibility requirements for Nevada high school graduates.

18.1.1 To be eligible for a Millennium Scholarship, a student must meet all of the following requirements:

- a. graduate with a diploma from a public or private high school in Nevada after May 1, 2000;
- b. complete high school, with at least a 3.0 weighted or unweighted grade point average, on a 4.0 grading scale in the core curriculum as defined in section 18.1.2;
- c. pass all areas of the Nevada High School Proficiency Examination; and
- d. have been a resident of Nevada, as defined by the residency requirements in Title 4, Chapter 15, for at least two years of high school.

18.1.2 All high school credit-bearing courses accepted toward fulfilling the high school's graduation requirements will be used in calculating the final grade point average.

- 18.2 Eligibility requirements for students who are not high school graduates.

To be eligible for a Millennium Scholarship, a student who is not a high school graduate must meet all of the following requirements:

- a. would have graduated from high school after May 1, 2000 had the student been enrolled in high school;
- b. receive an enhanced ACT composite score of 21 or higher or a combined recentered SAT score of 990 or higher;
- c. have at least a 3.0 weighted or unweighted grade point average on a 4.0 grading scale in all courses completed in a Nevada high school as defined in section 18.1.2;
- d. pass all areas of the Nevada High School Proficiency Examination; and
- e. have been a resident of Nevada, as defined by the residency requirements in Title 4, Chapter 15, for at least two years of the normal years of high school attendance.

- 18.3 Eligibility requirements for students whose family or legal guardian is a resident of the State of Nevada and who graduate from high school out-of-state.

To be eligible for a Millennium Scholarship, a student who is not a Nevada high school graduate, but whose family or legal guardian is a resident of the State of Nevada, must meet all of the following requirements:

- a. graduate with a diploma from a public or private high school after May 1, 2000;
- b. complete high school, with at least a 3.0 weighted or unweighted grade point average, on a 4.0 grading scale in the core curriculum as defined in section 18.1.2;
- c. pass all areas of the Nevada High School Proficiency Examination, and
- d. establish residency by:
 1. Providing evidence that a parent has been a resident of the State of Nevada, as defined by the residency requirements in Title 4, Chapter 15, for the last two years of the student's high school attendance and verifying financial dependence on the parent, or
 2. Providing evidence that a parent who is a member of the Armed Forces of the United States, on active duty, and stationed outside Nevada as a result of a permanent change of duty station pursuant to military orders, was a resident of the State of Nevada at the time of enrollment in the Armed Forces and has continued to maintain Nevada as the official state of residence.

- 18.4 Certification of eligibility for high school graduates will be established by a list provided by Nevada high schools. In other circumstances, evidence may be submitted by applicants to the Millennium Scholarship Office.

- 18.5 A Nevada resident who meets the requirements set forth in section 18.1, 18.2 or 18.3 shall receive a Millennium Scholarship if the student:

- a. enrolls in at least 6 semester credits at a UCCSN community college or 12 semester credits at another eligible institution; and
- b. enrolls in a program of study leading to a recognized associate degree, baccalaureate degree, or pre-baccalaureate certificate.

18.6 Millennium Scholarship lifetime limits

18.6.1 The maximum total Millennium Scholarship award is \$10,000.

18.6.2 All qualified students may receive a Millennium Scholarship during the eight academic years following (a) their high school graduation date or (b) the date when they would have graduated under section 18.2.

18.7 (section removed)

18.8 Millennium Scholarship recipients may enroll in and receive the scholarship for summer term as long as they meet all eligibility requirements and all continuation requirements, excluding the requirements of 18.5a.

18.9 A student may simultaneously receive a Millennium Scholarship at more than one eligible institution if the student meets all of the following conditions at each institution in which the student is enrolled and seeks to receive a Millennium Scholarship:

- a. the student must be enrolled in at least 6 semester credits if enrolled at a UCCSN community college and 12 semester credits if enrolled at another eligible institution; and
- b. the student must be enrolled in a program of study leading to a recognized associate degree, baccalaureate degree, or pre-baccalaureate certificate.

An exception to the requirements of 18.9 is made for a student who is a Millennium Scholar at an institution where a course not taught by that institution is a requirement of the student's program. In that case, the required course, with the approval of the student's institution, may be taken with Millennium Scholarship support at a different eligible institution.

18.10 The maximum amount of a Millennium Scholarship award each semester or summer term is determined on a dollars-per-credit enrolled basis as set by the State of Nevada. The Millennium Scholarship may only be used for costs related to attendance that are not covered by other grants or scholarships. The financial aid office in each eligible institution shall administer the Millennium Scholarship and calculate the amount of the scholarship for each student. Costs of attendance shall be defined by the institution and shall include, but not be limited to, all costs defined under federal financial aid guidelines.

18.11 (section removed)

18.12 Appeals related to initial eligibility shall be handled on a case-by-case basis by a standing

Millennium Scholarship Appeals Committee appointed by the Chair of the Board of Regents. The committee shall consist of representatives of the Board of Regents, the UCCSN's universities, state colleges and community colleges, one representative from an eligible non-UCCSN institution, and the Governor and State Treasurer or their designees.

- 18.13 To remain eligible for a Millennium Scholarship, a student with a Millennium Scholarship must meet all of the following conditions at each institution where the student is a Millennium Scholarship recipient:
- a. the student must make satisfactory academic progress, as defined by the institution, toward a recognized associate degree, baccalaureate degree, or pre-baccalaureate certificate;
 - b. the student must maintain at least a 2.0 cumulative grade point average; and
 - c. the student must satisfactorily complete the credit requirements at each institution in each fall and spring semester in which enrolled, *viz.*,
 - 1. 6 credits if enrolled at a community college, and
 - 2. 12 credits if enrolled at a university.
- 18.14 (section removed)
- 18.15 A Millennium Scholarship recipient who fails to maintain the conditions of continuing eligibility as required in section 18.13 is no longer eligible for the Millennium Scholarship. Eligibility will be reinstated if the student subsequently enrolls without Millennium Scholarship support at an eligible institution for the credit hours required in section 18.13(c) and achieves a 2.0 grade point average in that semester.
- 18.16 A student receiving a Millennium Scholarship who transfers to another eligible institution shall continue the Millennium Scholarship provided that the student has maintained eligibility as defined in section 18.13. After transferring, a student must meet all the conditions of 18.13 at the new institution in order to remain eligible for the Millennium Scholarship.
- 18.17 (section removed)
- 18.18 Any refund that would normally be given to a student who has withdrawn from courses for which Millennium Scholarship support has been given shall be transferred to the State Treasurer's Office.
- 18.19 The Millennium Scholarship Office established by the State Treasurer is responsible for transferring funds in a timely fashion to eligible institutions for all Millennium Scholars, maintaining data on all Millennium Scholarship candidates and recipients, and verifying that students have not exceeded the \$10,000 lifetime maximum.

- 18.20 A list of all eligible Millennium Scholars shall be developed each term. This list shall be conveyed to the Chancellor for transmittal to the Board of Regents. The Chancellor may act on behalf of the Board of Regents to certify the list of eligible students to be transmitted to the State Treasurer.
- 18.21 The standards set forth in this section are subject to amendment, and are not intended to and do not create any right or interest in liberty or property or establish a basis for any cause of action against the state, its political subdivisions, agencies, boards, commissions, departments, officers or employees.